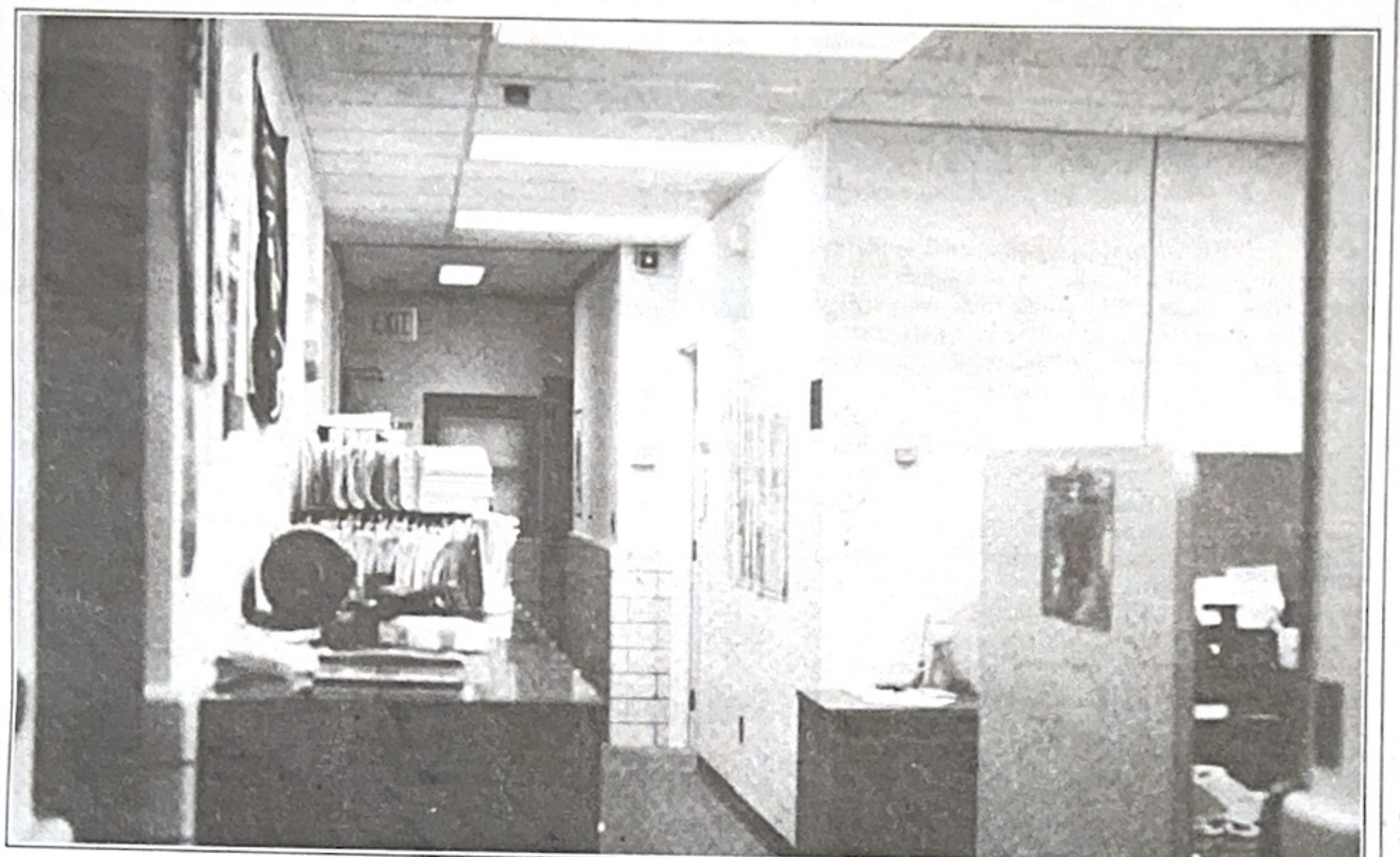
The
Shakerite

ice

The Raider hockey team avenged a loss and captured their seventh Baron Cup title with a 3-0 defeat of University School.
SPORTS, page 16

Volume 69 • Issue 5 • Shaker Heights High School • 15911 Aldersyde Drive • Shaker Heights, Ohio 44120

SOCIAL ROOM TO MOVE AGAIN



Sarah Ronis/**The Shakerite**

Class of 2000 will have a different social room due to the relocation of the data processing department of the district. The room, pictured above, holds various hallways, computers and cubicles.

New gym lobby will not be home to lounging seniors next year

By Megan Kortemeyer
News co-editor

The class of 2000 is not only the first class to graduate in the millennium, but also the first one to experience a new social room. Contrary to what many students were expecting, however, the social room will not be in the new gym lobby, but instead in the data processing room.

"We didn't think that the gym lobby would provide enough flexibility to act as a place for seniors to gather. We also would not be able to put all the furniture into the lobby," principal Dr. A. Jack Rumbaugh said.

The data processing room is located near the band room and football field. It has many offices inside, and a series of narrow hallways. Although it appears small from the outside, it extends far back. The room contains the payroll for the entire district and transcripts for the high school. As a result of this, security is tight, with bars over the windows and a doorbell at the entrance. The people who currently work there are moving into a building on Lee Road along with the people who work in the district library offices.

The current social room, which has been a longtime haven for seniors, will be closed in late March in order for construction to begin on the new gym. The 14,000 square foot gym will seat 1,400 spectators with sections for the home crowd and visitors, and is expected to be finished in early November.

"The old gym only sat about 100 people, so this is a big improvement. We also will be able to have two events going on at the same time, which is something we have not been able to do in the past," Rumbaugh said.

The new addition, which will cost $3.8 million, will also include a weight room, music rooms, concession areas, storage facilities and a space for other activities. The high school has been forced to cancel many home games because the current gym lacks space and other accommodations. With the new gym, this will not happen anymore.

The present social room will be demolished with the gym.

"Once the social room closes, the egress will become the temporary location for the social room. The egress will act as the social room for April and May," Rumbaugh said.

The temporary location for the social room is expected to cause some problems for students who spend time there. The egress, a room and hallway between the science wing and large auditorium, is used regularly by most of the student body before and after school as well as between periods.

"I eat lunch there so it is annoying that people who eat there normally will have to move to the cafeteria," junior Kathryn O'Connor said.

Students echo Senate vote

• Most say impeachment unnecessary, Clinton's affair a private matter

By Najah Farley
Co-editor in chief

The trial is over, the verdict is in, and according to some Shaker students, impeachment was unnecessary and unjustified.

With the acquittal of William Jefferson Clinton, the impeachment trial finally ended Feb. 12.

The first article of impeachment, perjury in sworn testimony, was defeated 55-45. The second article, obstruction of justice, resulted in a 50-50 vote, equivalent to defeat.

However, among students interviewed, the vote was not that close.

"I think it was good he didn't get impeached. His private life wasn't for the public to know. I think the Republicans just wanted attention," senior Raji Welch-Bey said.

According to Sarah Frisof, the trial actually did more harm than good.

"I think the whole process was unnecessary. His personal relations don't affect his ability to do his job, and the only reason it did affect his ability to do his job was because the media and the public made such a big deal out if it. The whole process served to make him [Clinton] ineffective. Now no one takes him seriously," Frisof, a junior, said.

Media will have to find other stories to lure back audience. **Page 7**

The media's role in the impeachment drama was significant to some students.

"I don't think it was as important as the media made it out to be. What he did wasn't as wrong as the Republicans said it was," freshman Seth Rosenberg said.

The drama also had an effect on the rest of the world. According to sophomore exchange student Carmen Maria Pena, personal affairs are the subject of discussion everywhere.

"It was kind of stupid, but it can happen in Mexico or anywhere else," Pena said. "His personal life doesn't have anything to do with the job, because the President isn't the only one to have affairs."

February issue unveils new look for *The Shakerite*

By Allison Pollock
Co-editor in chief

This month marks the debut of a redesigned *Shakerite*. Editors met late December to propose new designs, including an updated nameplate and new headline and photo caption styles. A compromise between two approaches - contemporary and conservative - was reached.

The changes were made to make the paper more contemporary and easy to read.

SHAKERITE
Shakerite

The December and February front pages illustrate changes made in redesigning *The Shakerite*. The new design accomodates more stories and features a regularly running calendar of local events titled "Get Out!"

get OUT! Cleveland area libraries, universities and theaters host a diverse array of Black History Month presentations.

TODAY 12 p.m.
- CWRU African-American Heritage Celebration Free 216-368-2658

FEB. 25-28 2:30 p.m.
- The African Company Presents Richard III Weathervane Playhouse 330-836-2323

FEB. 27 8 p.m.
- God's Trombones Cleveland State University $4-8 216-687-2290

FEB. 27-28 11, 2 & 3 p.m.
- Fourscore and Seven Years Ago $8.75 Ohio Theater, Playhouse Square 216-771-3999

FEB. 28 2:00 p.m.
- To Be Young, Gifted and Black: A Portrait of Lorraine Hansberry in Her Own Words Beachwood High School Free 216-831-2080

Allison Pollock

PARKING PRANK MAKES DRIVERS TESTY

Seniors taking twelfth grade proficiency tests took advantage of their early start to get an early start on senior pranks.

Seniors parked far enough apart to prevent younger drivers from finding legal spots. As a result, many students were forced to park as far away as Southerly Park. Others chose to park illegally, over crosswalks or in front of fire hydrants.

Twenty-five drivers were ticketed for parking violations around the school between Feb. 8-11 according to Tom Grey, superintendent of auxiliary service. Grey said in previous weeks only seven or eight were given. **Proficiency tests bring bucks, story page 2.**

Allison Pollock

Sarah Ronis/**The Shakerite**

Seniors strategically parked their cars. "I think it was really rude. I came a half hour early and got one of the last spots anyways," sophomore Austin Cameron said.

New courses available for next school year

• From finances to science and composition, teachers offer three intriguing courses

By Karen Jenks
Staff Reporter

As another school year approaches, counselors are beginning to make rounds to all of the English classrooms, preparing students for the program planning process. This year, they are presenting three new courses which add a twist to the traditional available programs.

The three new courses are diverse in subject matter. English teacher C.J. Bott is introducing a course entitled Social Issues in Contemporary Fiction and Non-Fiction. Science teacher Mark Hoskins and english teacher Steven Fox are team-teaching Critical Issues and Composition, and business teacher Larry Gold is beginning a course in Personal Finance.

Bott's course gives students an opportunity to read both fiction and non-fiction literature dealing with current issues, such as homosexuality, homelessness and violence.

"There are so many books that deal with these issues," Bott said. "Young people are interested in [the issues] also."

Bott said that several counselors and teachers have expressed their attraction toward this course, and have indicated an interest in taking the course. Similarly, many students are fascinated by the course description.

"I think the course would be a really nice change, because we base our English classes on stereotypical literature," junior Sayaka Fujioka said.

"[The class] sounds really interesting," junior Christine Powers said. "I think it would be good to address present-day literature that students can relate to and discuss their opinions on."

Many students feel that the most important reason to take this class would be to learn more about the issues.

"I think it would be a good way to learn about these issues that you normally don't hear about in school," sophomore Kimberly Price said.

"I feel that would be a really good class to deal with current social issues,' freshman Karen Schaefer said.

Bott has wanted to teach something new for a long time. She started planning this course last May. After it was passed by the english department chair Jon Bender and Dr. A. Jack Rumbaugh, she began to plan.

"I wanted a course that would grab students and encourage them to give their own thoughts, not just something they heard at the dinner table or on TV," Bott said.

New classes for '99 school year:

- Social Studies in Contemporary Fiction and Non-Fiction
- Critical Issues and Composition
- Personal Finance

Bott's course is open to juniors and seniors, and will be offered as a semester course at the College Prep (CP) and Honors levels.

Hoskins and Fox have been discussing a team-taught course for five years, Fox said, and this year their dream is finally coming true.

"We're both interested in what the other teaches," Fox said. "We thought that these two courses would be a compatible combination."

Bio-ethics, taught by Hoskins, currently focuses on the ethical and medical implications of contemporary issues. The English courses taught by Fox deal mainly with writing and composition.

The resulting course is a combination of both. The science portion will still focus on contemporary issues, but will give students a chance to write in greater depth about their opinions and beliefs. The English half will focus on developing writing skills.

"We were disappointed in the fact that kids take senior English just because they think they won't read. This should not be. We need a stronger reading program, because reading is indispensable to writing well," Fox said.

"I like the idea that now seniors have more options. It's very interesting that you can study contemporary issues through literature and writing," science teacher Charlie Morgan II, said.

"I like that fact that you use two different subject area to focus on problems with a unified curriculum on a split level," Hoskins said.

The team-taught course will be offered at the CP and the Honors level, only for grade 12. It is a full-year, two period class.

Gold's class, called Personal Finance, is a survival guide to a young adult's financial future. The course will focus on basic financial survival skills.

"I want to teach the realities of life. Basically, that's everything the kids need to know but don't," Gold said.

Gold will teach students about the stock market, how to keep credit cards and other relevant money matters today.

"I'd like to take this course. If I did, it would help my financial situation in college and beyond," junior Nathaniel Evans said.

"I know there's some interest, but I'm having students help with publicity," Gold said.

The class will be offered either as a pass/fail option of as CP, open for tenth through 12th graders.

Night for Red and White welcomes simple services

As the annual March benefit, the Night for the Red and White, approaches, donations are still being sought for the night's silent auction.

The first "Night" was held in 1992. Since then, in every year but one, the raised money continues to grow. This year, the benefit is geared towards raising money for the arts in school, including graphic arts, theater, music, and more. At last year's benefit, nearly $100,000 was raised towards improving technology.

To contribute to this auction, offer a simple service or homemade item. In the past, students have donated computer services, babysitting hours and theater talents.

Also, Shaker sports teams are donating items. The crew team is donating a party for four on a barge they will be rowing, the hockey team is donating a signed pennant, and the football team, a signed football. All funds raised are for the night's cause.

If interested in donating time or skills, contact the auction's co-chair, Meg Nystrom, at 751-3564.

Jennifer Heisler

Popular coffee shop to be added to public library

The new fad in bookstores and libraries is the addition of a coffee bar to accompany a good book. The Shaker Heights Public Library will be picking up on this trend with its incorporation of Kokopelli's Coffee and Tea.

Originally, the space across from the teen center on the second floor of the library was planned to house a few vending machines. However, due to the increasing popularity of coffee shops in book stores, such as the one at Borders Book Store in *La Place*, the library decided to apply for a café of some kind. Kokopelli's Coffee and Tea, which is currently located at the corner of Van Aken and Lee, offered to add their store as an extension in the library.

"The coffee shop will be entirely run by Kokopelli's, and the library will receive a percentage of the profits," said Margaret Simon, a librarian at the main library.

The coffee shop will be open during limited times of the day, most likely staying open the same hours which the teen center is open. Students as well as adults are encouraged to visit the café while studying, reading, or for a quick drink or bite to eat. The coffee shop will be open on March 1st.

Jonathan Heller

Ohio offers post-proficiency scholarship

• Scholarship program to give $500 to seniors who pass all proficiencies

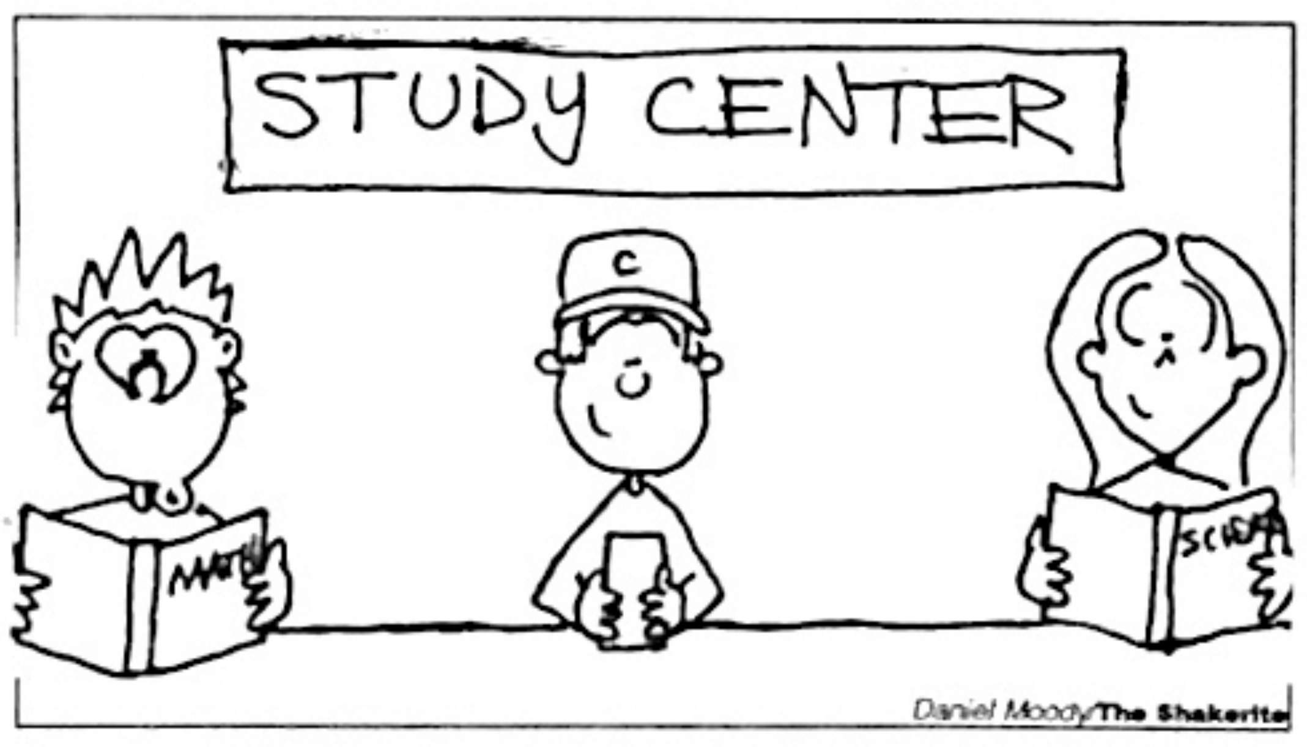
By Julie Redline
Staff Reporter

Every high school senior in Ohio who passes all of their 12th grade proficiency tests this year will be offered a $500 scholarship.

"If seniors pass all five subjects, then they are eligible for the $500 through the Board Regents Scholarship fund," Denise Hassel, of the Ohio Department of Education, said.

According to Hassel, this is a new program that is going into effect for seniors taking their tests during February of this year.

Tom Rudd, director of state scholarships at the Board Regents Scholarship Fund, explains that passing students will receive a voucher that can be brought to their colleges' financial aid offices. These vouchers are valid at any Ohio public or private college or university.



Daniel Moody/The Shakerite

This program has been approved by the state General Assembly, but funding hasn't been officially appropriated for the scholarships yet. The Board Regents Scholarships has requested $17 million from the state for the first year of the program.

"This is an incentive for students to do better on their tests," Rudd said.

Though passing scores on the 12th grade proficiency tests are not mandatory to receive a diploma, students are required to take them. Last year, 35,170 students passed all sections of the tests. They represent 34% of all the 12th graders in the state.

Many students in Shaker saw these scholarships as good opportunities.

"I did try to do well," senior Quiana Smith said. Her homeroom teacher informed her class of the new scholarship program before they began testing. "I took my time and tried to do well. All the kids in my homeroom were trying harder than usual," she said.

Other students did not see it as a motive to study and stress over the tests.

"It's not really an incentive," senior Clinton Karr said. "It's more of a reward for paying attention for four years, not for studying for one test."

Some seniors did not even know about this program.

"I didn't really know about it," senior Seth Chokel said. "The tests weren't too hard. I'm not really worried about it."

Even though some students seem nonchalant about the proficiencies, the government is getting increasingly serious about them. Several of Ohio's neighboring states are implementing programs like this one.

According to *The Grand Rapids Press*, Michigan is proposing a plan in which each middle school and high school student who passes all sections of the Michigan Educational Assessment Program will receive a $3000 scholarship to any college within the state.

In Kentucky, schools are awarded money for each year that their students improve their test scores.

Gristmill earns first place in statewide yearbook contest

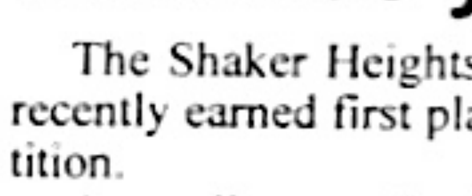
The Shaker Heights High School yearbook, *Gristmill*, recently earned first place in a statewide yearbook competition.

According to the Journalism Association of Ohio Schools, the *Gristmill* was the best yearbook in its summer contest. For the first time ever under new advisor Natalie Sekicky, the *Gristmill* picked up first place for best yearbook in the state of Ohio. The yearbook was headed by '98 graduate Jenny Wallace, along with her crew of 1998 graduates writers. Junior Sean Nitchmann and Katie Glick are among the only two returning writers of the *Gristmill* this year.

Michael Emrich

African-American book fair back again

In honor of Black History Month, the African American Culture Club is sponsoring the annual African-American book fair set for this weekend.



The book fair will be held today and tomorrow in the library at the high school. The fair will be open today from 8 a.m. to 4 p.m.

"To encourage younger students to read and learn," African-American history teacher Ruben Henderson said, "we are hoping many will be buying books to give to other people."

Tomorrow, the fair will be open from 10 a.m. to 2 p.m., complete with live entertainment. Mano en Mano is bringing in an Afro-Cuban dancer, and principal Dr. A. Jack Rumbaugh is sponsoring a drummer. In addition, several historians, including a Native American from the Tuskegee tribe, will be coming to talk and discuss the history behind the holiday.

Jennifer Heisler

Snow leaves its mark, keeps many wondering who decides snow days

• School closing is in administrators' hands, but compact school alliance influences decision too

By Hyo Bae
Staff Reporter

In the blizzard of school closings that greeted the new year, Shaker schools closed only twice - Jan. 5 and Jan. 14 - leaving many students wondering how the decision to close is made.

Many students often think heavy snowfall is the only reason to cancel school.

"I don't think the two snow days we had were legitimate because there wasn't that much snow. If it had been up to our windows, then it would be okay to close school," freshman Danielle Goss said.

According to Peggy Caldwell, director of communications for the schools, that is not the only determining factor in the decision to call off school.

"The decision to close school is governed by a few basic guidelines. Temperature, amount of snowfall, road conditions, walking conditions and weather forecast all help to determine whether students and staff will be able to attend school," Caldwell said.

School was canceled on the second day back from winter break because of extreme cold that made it unsafe for young children to walk to school or wait for the bus.

"It was extremely dangerous for little kids walking to school and plus the streets were bad on days when we still had school," freshman Anise Abernathy said.

Classes were canceled the Thursday before finals due to the forecast of severe icing given the night before. The decision was made around 11 p.m. Wednesday evening, but the forecast did not prove to be true. The false alarm illustrated the difficulty of making the right call. Caldwell said coming to a final decision is extremely difficult, and administrators are criticized for either choice.

"You have to remember it isn't an exact science. For the most part it's a judgment call," Caldwell said.

Many faculty members drive great distances get to work. Math teacher Thomas Patrick said that severe weather makes those drives difficult, and teachers whose own children stay home from school must look after them before leaving.

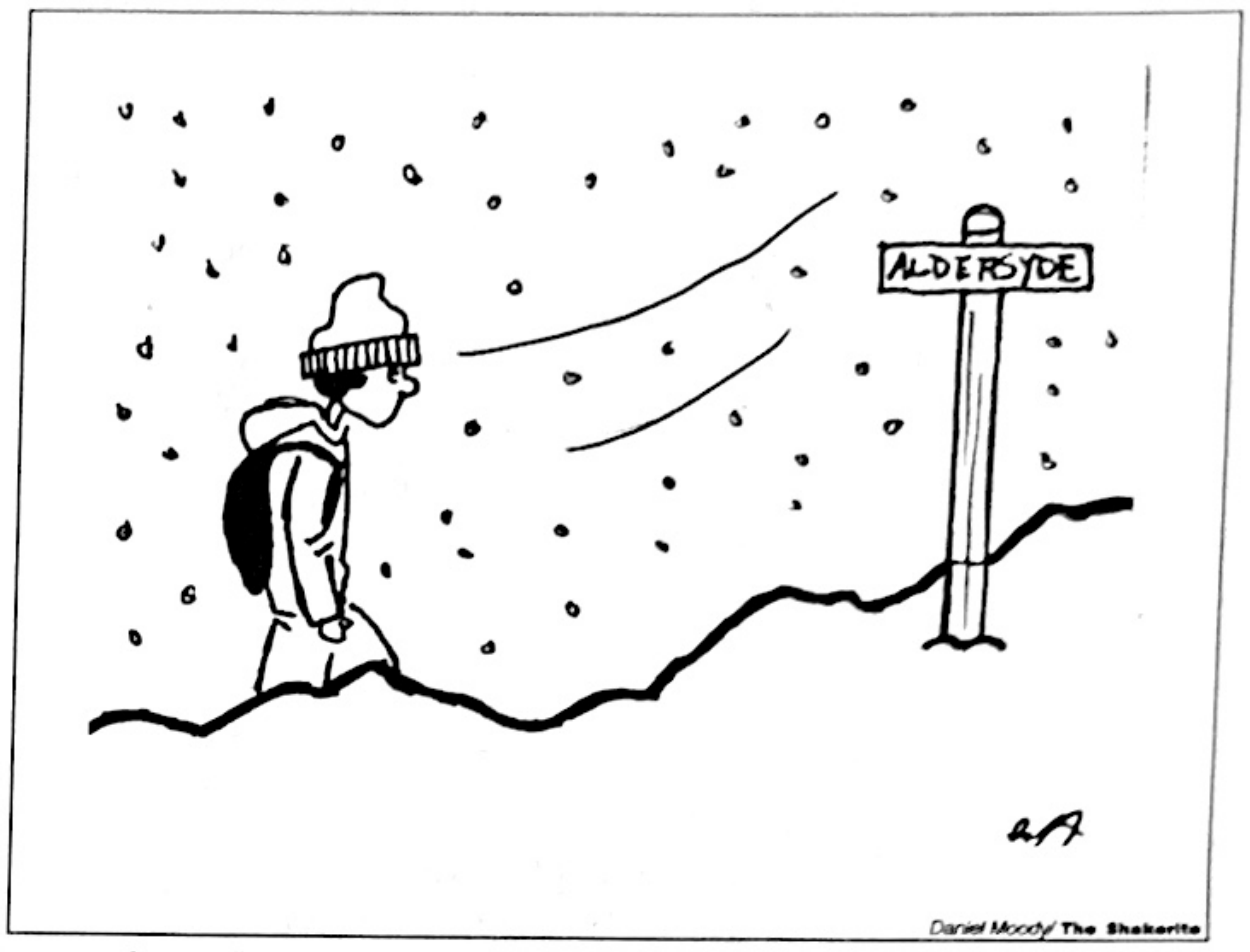
"Some teachers have to leave much earlier because of serious weather. They need to get their houses in order before coming to school," Patrick said.

Students were quick to notice that neighboring schools were closed while Shaker remained open. Caldwell explained that circumstances differ among districts.

"Shaker is often open when other schools are closed because we are a compact school district with well maintained streets," Caldwell said. A compact school district is one where all students have access to busing.

The night before a school day that could be canceled, senior staff members talk to the police and fire departments continuously to get road and weather updates.

Carlton Moody, executive director of business and personnel, has the responsibility of monitoring the forecast, checking with the police and fire departments, and contacting neighboring districts to see what their conditions are.



Daniel Moody/ The Shakerite

Once Moody has contacted these sources, he notifies Superintendent Mark Freeman, who also takes part in the decision-making process.

According to Moody, the first question in the process is whether or not the schools can be literally opened. Buses must be able to start, heating systems need to be functioning, and the majority of teachers must be in attendance.

Moody monitors the weather and road conditions through telephone conversations. A group of 20 administrators from neighboring school districts is contacted. These districts have similar characteristics to Shaker. Some schools in this group are Orange, Warrensville Heights, Beachwood and Cleveland Heights. Private schools such as Hathaway Brown and University School are also contacted.

"We [the group of 20 school districts] share concern for safety," Moody said.

Although many Shaker residents feel administrators should have closed school more readily, decisions are made with safety as the top priority, according to Moody. Caldwell and Moody said they hope to communicate to the city that schools will always remain open if possible.

"The district's philosophy is to stay open unless there is a definite reason to close," Caldwell said.

FUNGA!

Black History Month began with a beat, specifically an African drum beat, at the Sankofa kick-off program. Dancers from the Sankofa program welcomed the school with a traditional dance from Liberia, called "Funga". Wearing multicolored African garments, the dancers took the stage at the beginning of the Sankofa performance. Pictured are (from left to right) Jessica Erkins, Tara Croom, Rhonda Smith, Lauren Williams, Sharisse Long, Tandra Faison and Gloria Schmidt. The Sankofa program, a song, dance and drama showcase in honor of Black History Month, took place on Friday, Jan. 28. There was an encore performance on Monday, Feb. 8.

Najah Farley

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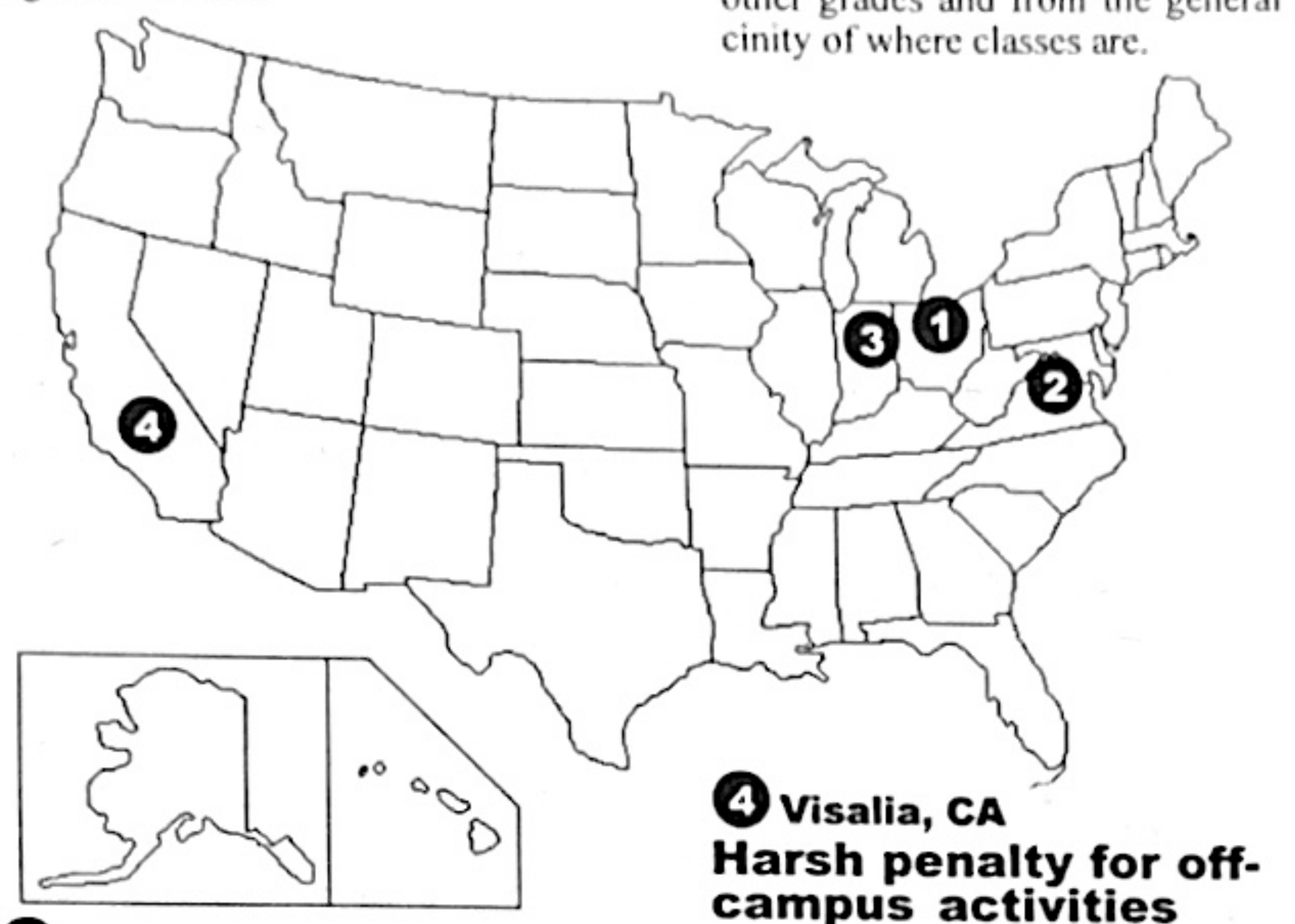
News in the Nation

❶ Leipsic, OH
'Distracting' jewelry banned at high school

Administrators at Leipsic High School have set a new policy that states all distracting jewelry must be covered up in the classroom. Educators are worried that piercing parts of the body other than the ears can interfere with a teacher's ability to create a good learning environment.

❷ Alexandria, VA
Long-awaited lounge to be opened for seniors

Donations and money from the Security budget at Thomas Jefferson High School for Science and Technology have amounted to well over $6,000 for a new lounge. The lounge, carpeted and complete with sofas and coffee tables, will be separate from other grades and from the general vicinity of where classes are.



❸ Carmel, IN
Snow days may mean make-ups in May

At Carmel High School, four days of school have already been called off due to weather. If another three days are called off, the school board will be forced to schedule make up days at the end of the year. This could eliminate two days in May, designated Blue and Gold days, that are already scheduled to be off.

❹ Visalia, CA
Harsh penalty for off-campus activities

At Visalia High School, if student athletes are caught under the influence or in possession of drugs or alcohol, they can be punished not only by the poilice and their parents, but also by the school. If an athlete is caught, they are subject to school and athletic suspension. Suspension from athletics can become lengthy, since a day of school suspension equals two weeks of suspension from sports.

Jennifer Hesler and Megan Kortemeyer

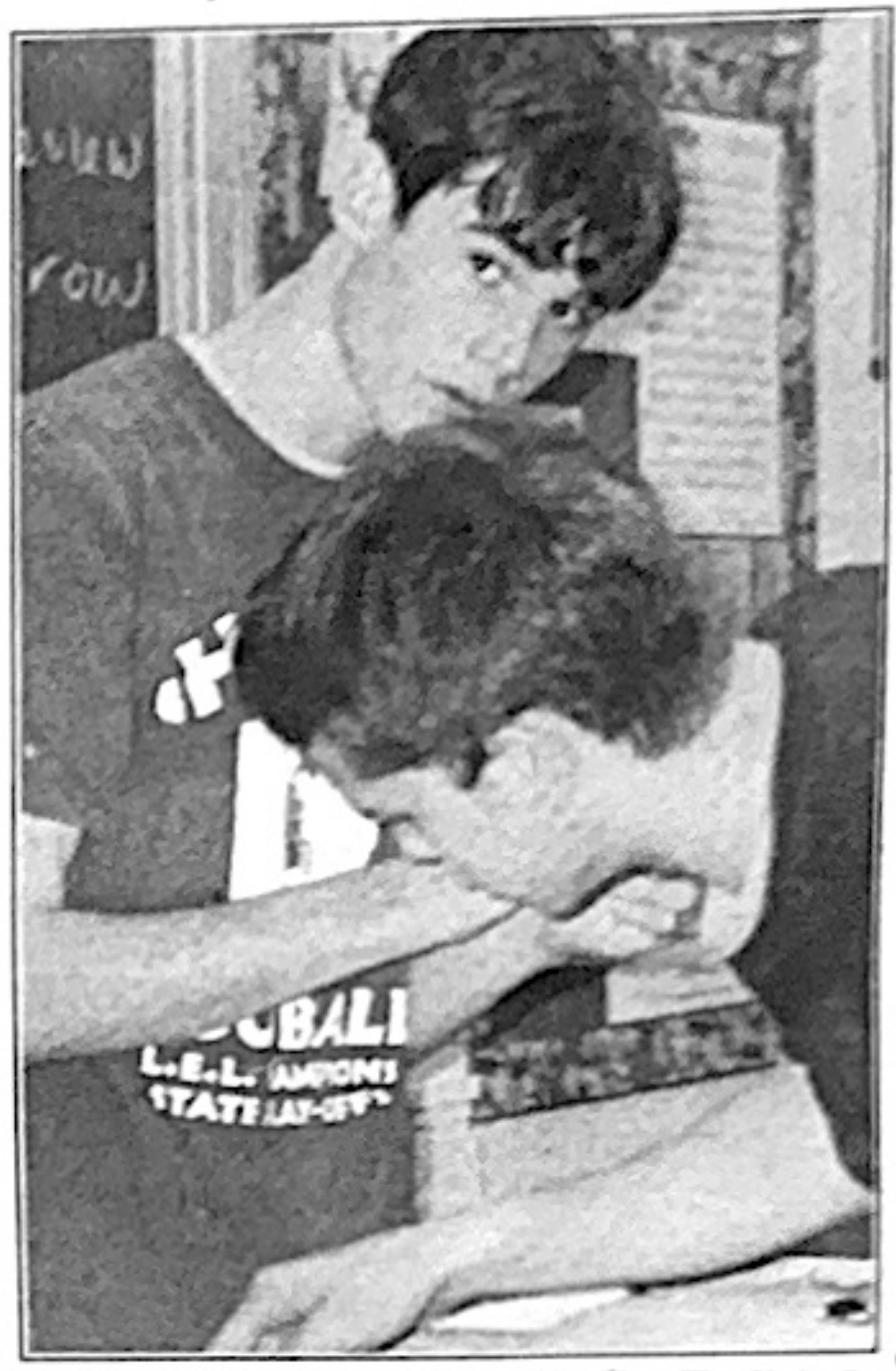
Despite trend toward ninth grade physics, Shaker sequence stays

• Curriculum already includes physical science principles

By Meghan Dubyak
Staff Reporter

Although some schools have been considering a change in the sequence of their science curriculum due to a recent *New York Times* article, Shaker teachers and students plan to maintain the curriculum that already exceeds nationwide standards.

The article suggests that many elite private and public high schools are teaching physics to ninth graders instead of beginning high school with a year of biology. The article points to a national norm for science curriculum that places biology in the ninth grade, chemistry in the tenth and physics in the 11th. Shaker, however, has structured its curriculum so that students are required to take a pre-physics/chemistry course in the ninth grade. For this reason, Shaker teachers and students say that such a change would be unnecessary or even harmful.



Lisa Glazer/The Shakerite

Sophomores James Stephens and Patrick Glicker dissect owl pellets in tenth grade biology.

"Our curriculum is structured the way it is now because it makes the most sense," said Roderick MacLeod, chair of the science department. "Introducing ninth graders to physics and chemistry lays the foundation for the study of biology, aiding the understanding of biological processes. Otherwise, much of the year in biology would be spent covering background material before getting to biology."

Biology and chemistry teachers agreed with MacLeod, saying that the move to physics in the freshman year would hurt the biology and chemistry curriculums.

> ***"A great deal of physics is centered around the math that is involved with it."***
>
> **LINDA LOEFFLER**
> science teacher

"By teaching students a half a year of physics and a half a year of chemistry in the ninth grade, they are better prepared for biology and chemistry courses in later years," biology teacher Paul Repasy said.

Another concern addressed by students and teachers is the necessity of math in a physics course.

"To take a true physics course, you need to know trig," senior Josiah Quarles said. "I don't think freshman have a strong enough math base."

Senior Beth Cullis echoed Quarles' view.

"I think a lot of the importance of physics deals with calculus training. Freshman physics therefore would lose a lot of the application of physics, and I don't think this is as beneficial," Cullis said.

Teachers agreed that some alegbra skills are necessary for physics.

"A great deal of physics is centered around the math that is involved with it. We are able to teach the pre-physics course in the ninth grade with limited Algebra training. We should just stick to that," said physical science teacher Linda Loeffler.

"There's a lot of math in physics. By taking away a 12th grade course, the math knowledge has to be greatly limited, thus disallowing students to apply previous math training into a 12th grade course," physics teacher Fred Welty said.

Senior Allison Artman has used the application of previous math study in senior-level physics.

"It's nice to use the concepts that we've learned in math classes and actually apply them to something. By switching physics to the ninth grade, we can no longer apply them," Artman said.

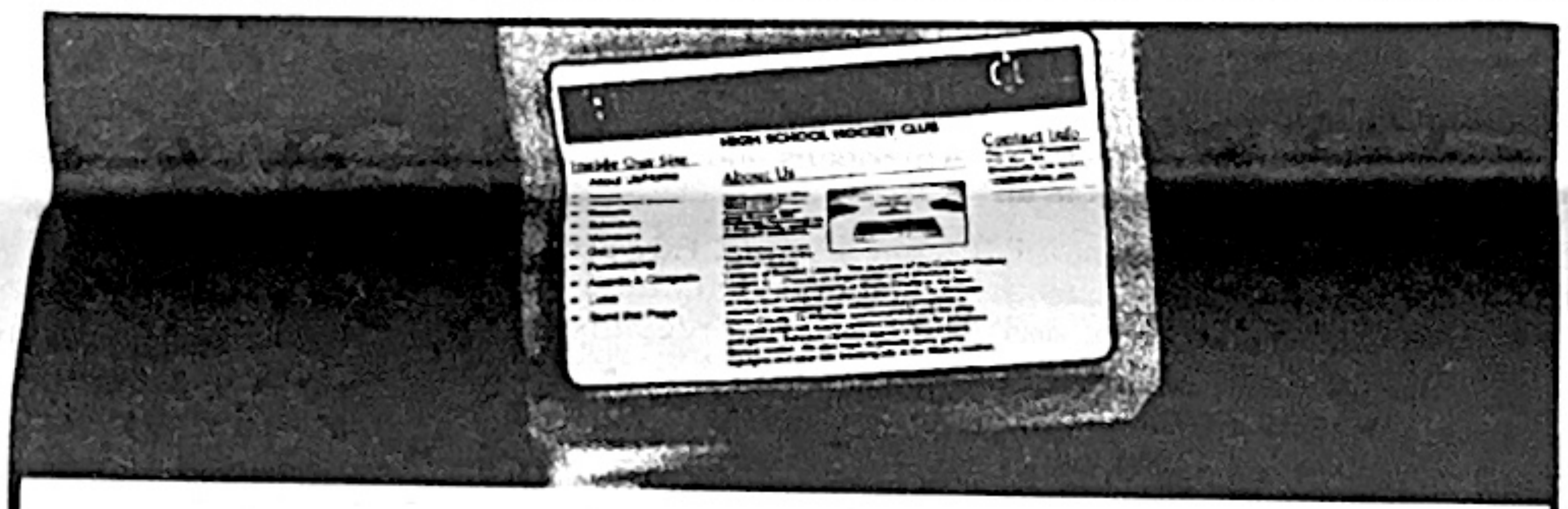
In the end, MacLeod assures that science training is all about experience and application.

"The 12th graders' greater experience will help them to better comprehend the covered concepts. As each of us gains more experience, we tend to better understand those experiences and apply the theories learned to real situations. This is what it all comes down to, and the reason why we must keep our curriculum on the same track," MacLeod said.

> ***"It's nice to use the concepts we've learned in math classes and apply them to something."***
>
> **ALLISON ARTMAN**
> senior

The old curriculum came from the 1800s when biology was very descriptive. Students would go out in the field, collect samples, draw pictures, and dissect things.

"They didn't learn the chemistry of what goes on inside cells, because it wasn't known. And in chemistry, they would do some pretty things in test tubes and learn basic reactions. But now biology is by far the most complicated of the sciences, with much, much more biochemistry," ninth grade physics teacher Michael Bernstein said in a recent *New York Times* article.



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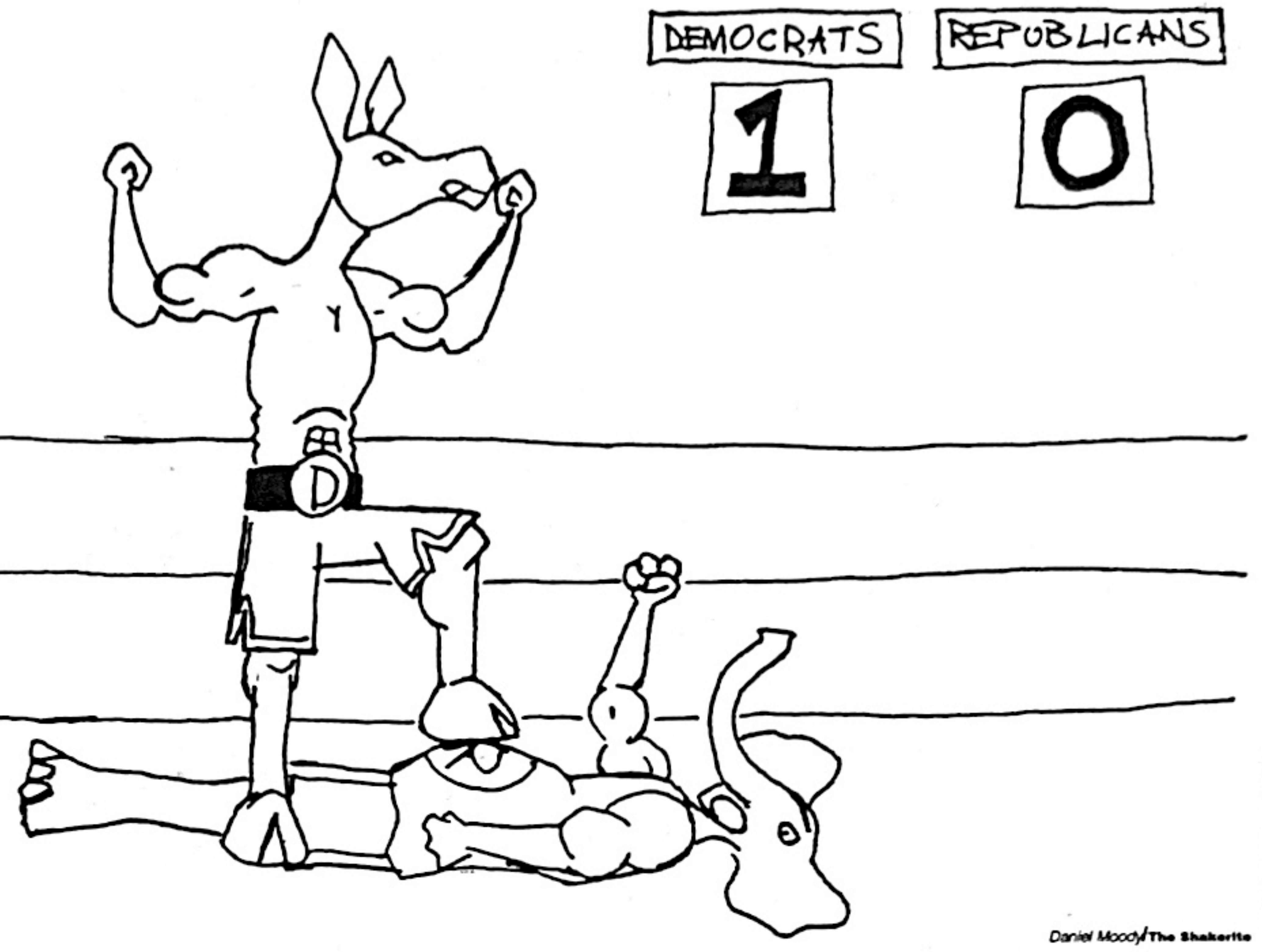

Daniel Moody/The Shakerite

Audiences should come to assemblies with open, eager minds

'rite **IDEA**

Assemblies are a chance to get out of school for at least 45 minutes and escape work for a well-deserved nap, right? Although many students feel this way about assemblies, the administration has done a good job of inviting commended scholars to impart valuable knowledge to the students.

How many schools can claim that a published scholar of African-American history and a National Book Award winner are among guest speakers at their school? Not many.

However, the prominence of these speakers means nothing unless the student body can feel what they are saying. Traditionally, the student body has thought of assemblies as social hour. Therefore, they pay little attention to what the speakers have to say and often disrespect them by talking or playing on their calculators. This is a tradition that needs to be thrown out. Too many people have the mindset that assemblies are a chunk of time that class is not being taught. In reality, class is still in session.

Assemblies serve an educational purpose. Although it may be a different atmosphere, we as a school should respect the opportunities that we are presented by listening and paying attention at assemblies. Many times we take for granted the opportunities that our school system gives us and regard an assembly as a recess.

This year alone there have been more than five guest speakers at our school, and each has been a scholar in his or her own right. More importantly they have all brought messages that pertain to every student who attends this school. Unfortunately, the efforts of our speakers to enhance student knowledge has many times been in vain.

Women Helping Educate Women invited a speaker who shared her own personal story of overcoming abuse in an effort to educate young women on the realities of dating abuse. The Israeli Culture Club sponsored a speaker who discussed the Holocaust and how best to combat ignorant attitudes throughout society.

Among the school-sponsored guests, Professor Mwatabu Okantah spoke about the future of African Americans and America together, emphasizing the role all youth play in constructing the future.

In March, the author of the book *Slaves in the Family*, Edward Ball, will come to Shaker to discuss his experience in researching his family tree. Ball, a descendent of white slave owners, recently appeared on *the Oprah Winfrey Show* along with an African-American relative he discovered while researching the book.

That renowned scholars came to our school is a step toward enhancing our knowledge. Now we, the student body, must take this knowledge and apply it to our lives. We must go into assemblies with open minds, wondering what we can learn instead of laughing at them. Then we need to discuss these assemblies, because their impact can reach far beyond the halls of academia -- if we let them.

Without discussion, the assemblies are nothing but extended nap times and lost opportunities. Knowledge from these scholars, with discussion, can come alive through the thoughts and feelings of the students.

the TOP 10 write-in reasons students skip homework

10. It's boring.
9. I forget to do it.
8. Anything else is better to do than homework.
7. I don't get homework.
6. I'm a foreign exchange student.
5. I lift weights.
4. I hate homework, I only started doing it on a regular basis, like three weeks ago.
3. The teacher doesn't notice when I don't do it.
2. Petting my dog is more important.

And the #1 write-in reason why students skip homework. . .

1. I got hit in the head with a basketball.

Annoying parking tactics should cease

When students start driving, they complain through senior proficiencies and pranks when parking spots are a 15-minute walk from school. They claim when they're seniors they won't park a little less than a car length apart, thus torturing tired student drivers. Each year the same prank occurs and students whine and cry, continuously vowing they won't do the same thing. The following year, they prove themselves hypocrites.

It's an obnoxious prank that needs to stop. From now until forever, it's time to cease idiotic parking tactics and respect the fact that the rest of the school gets to sleep in. Next year, non-seniors should be able to rest during proficiency testing week and walk to school from their cars without getting winded.

Justin Gurney

Students pay to commercialize their clothes

Everyday, you can find someone walking halls with a large brand name label painted across their shirt.

People wear brand labeled clothing so they can advertise to everyone else where they buy their clothes. It doesn't makes sense. Essentially, people are paying a lot of money to advertise for a large corporation. The company should in essence be paying you.

Usually, buying expensive brand name clothing proves costly. Consumers, after a few months are left with a shirt that is out of style and has a faded corporations label on it. The corporation is the only one who wins in this situation because they're getting money for you to wear their clothes and advertise for them. You will then buy another article of clothing from them and continue to fall prey to the cycle. What is the sense in that?

Anahid Thompson

The Shakerite
Volume 69• Issue 5

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Teachers weigh in on after school work

• Homework preps for college

By Robert Sylak
Guest 'riter

Any course that calls itself college prep should meet the standard of making the student college-ready. This has to include homework. How can you be ready for a college if you don't know how to budget your time and learn on your own? In college you have professors who profess, in high school you have teachers who teach. We need to teach the student how to learn on his own, which has to incorporate work at home.

I've taught AP, honors, college prep and general classes. Homework varies within each. This week my honors and AP environmental science classes have about 60 pages to read in a college text and 170 multiple choice questions to answer.

My CP astronomy students are given the same assignments but are tested differently. The material they will cover as homework will only be partially covered in class, and they are expected to learn what isn't covered on their own. This expectation is the same as college.

Two years ago, in my general biology classes, each student created his own deadlines to learn the material. Some were assessed by portfolios, others by tests. Some created their own tests, many worked in groups and presented research that showed mastery of the material. The bottom line was I expected them to master the material, but they were responsible for choosing the method. Everyone in my General Biology class contracted to improve areas of perceived weaknesses. Everyone had to work at home to master the material, but it differed from typical assigned homework. I felt that this mimicked expectations in the real "non academic" world.

We need to teach the student how to learn on his own, which has to incorporate work at home.

ROBERT SYLAK
science teacher

Most frequently cited reasons for neglecting homework

1. Extra curriculars take up my time.
2. I don't understand the assignment.
3. I don't want to.
4. I have too much work.
5. I'm on AOL/ the Internet/playing Nintendo/watching TV.
6. I'm talking on the telephone.
7. I'm too tired or I'm sleeping

SOURCE: *The Shakerite* SURVEY

• Overburdened students should check schedules

By Linda Thurston
Guest 'riter

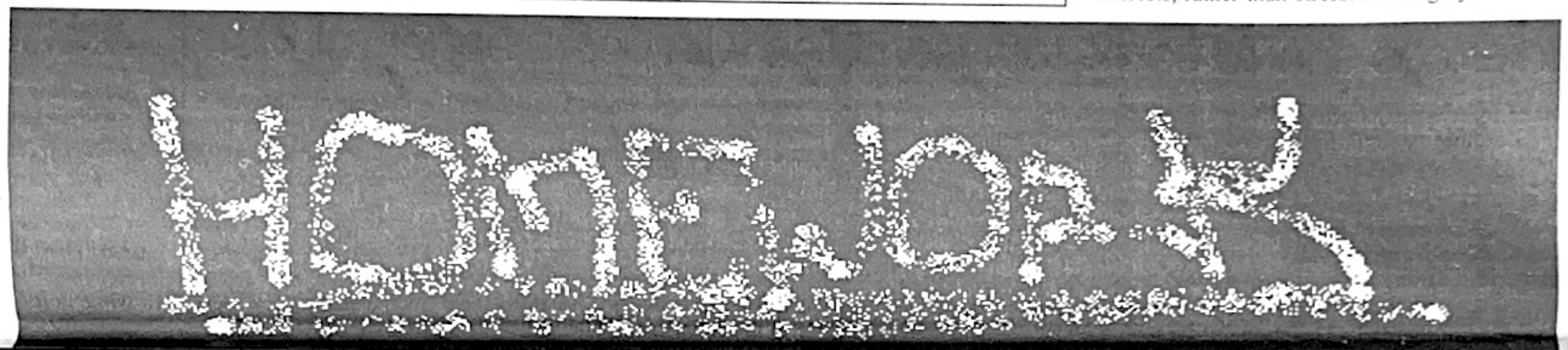
Homework is essential in most classes for a variety of reasons: practice or repetition of skills, reinforcement, preparation or simply because there is more material than can be covered in the allotted class time.

In advanced placement courses, all of these reasons are especially important because students and teachers are expected to cover a full year's worth of college work before early May.

An hour or more of homework per night in AP classes should not be unusual. Students who feel overburdened by their homework load in AP classes are most likely overextended. The AP program was not intended for students to take five and six AP classes at a time. College students rarely do that, and they are generally more mature, have less class time and fewer outside commitments than AP high school students.

Students who feel overburdened by their homework load in AP classes are most likely overextended.

If students select AP courses based on their skills and interests, they should view the demands of homework as challenges and opportunities to explore their interests, rather than stressful drudgery.



Working at home is a tough task in the minds of students

It's almost 2:00 am, as I pull out my last assignment for the night: psychology reading. As enjoyable as it sounds, I throw my psychology book on the ground and fall into bed without even changing my clothes or brushing my teeth, thinking that I will take a short nap.

Homework varies depending on the level and the grade. Busy work is assigned primarily in college prep classes, reducing the homework to mere memorization.

Among AP classes, homework consists of reading assignments that students will neglect then cram the weekend before a major exam. Students have no concept of postponement of gratification, leading them to appease every urge that flows through their cluttered minds. We are all offenders. Busy work would be much more effective if students didn't neglect it in favor of copying their best friend's work during second period. Answers come much easier this way, and so do points.

Sarah Wick, ssenior

Students today tend to have very busy schedules and are at their homes much less because of jobs, extra curricular activities or simply extending the day with teachers after school.

Homework is a good way to practice the skills that are taught in class, but there is such a thing as too much.

When homework is piled onto students, they tend to get bogged down by papers and worksheets they need to complete in a night's time.

The class a student enjoys the most and does the best in, is the class in which the homework is not really a necessity. The classes that are the hardest, require homework to be a definite priority.

Cheryl Blackwell, junior

Teachers don't understand that school is not our sole priority. They consistently give 30 minutes to an hour of homework a night. It adds up. Sometimes I get homework on so-called flex night.

I play baseball and often have practice until late followed by a back breaking load of homework. I get home, take a shower and then have hours of work ahead of me. We are taught in health that we should get between seven and eight hours of sleep each night. The amount of homework teachers assign makes that unrealistic.

I find most homework is repetitive and pointless. Homework is not necessary every night. We are teenagers. We have lives.

Jacob Terry, sophomore

Complaints of too much work don't add up

By Justin Gurney and Anahid Thompson
Opinion co-editors

Homework, homework, homework. If you close your eyes, click your heels together and say it three times, maybe it'll go away.

Students may feel overwhelmed with hitting the books each night, but no matter how many times they wish it away, it will still be there.

Teachers believe that homework is a good way to practice skills and that repetition is one of the most efficient ways to teach. If students don't do their homework, quiz and test grades fall.

A recent *Time* magazine article concluded that too much homework causes stress. While that may be true, students don't seem to be assigned as much homework as they think. Students exaggerate, reporting that their nights are filled with four hours of homework; however *The Shakerite* survey showed that two hours is the average over all four grade levels. Perhaps students do receive four hours of homework per night, but they only spend two hours on their assigned tasks.

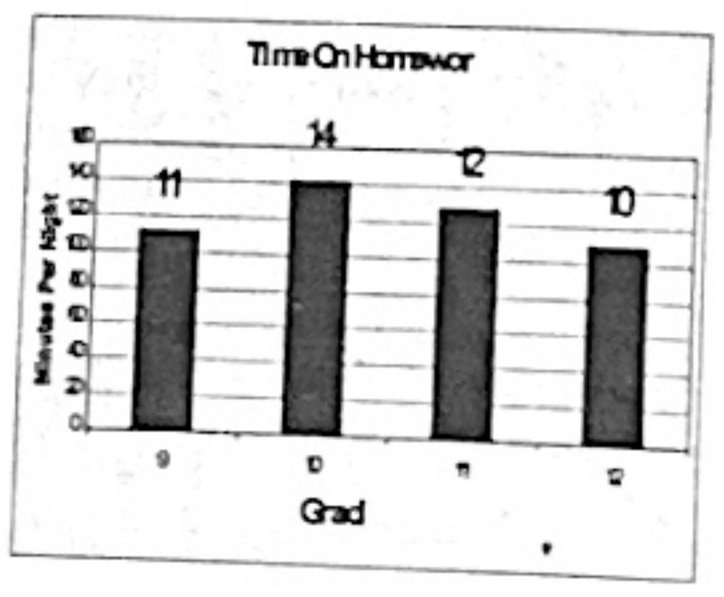
A survey of 200 students in the high school shows that homework per night peaks during sophomore year, while freshmen and seniors tend to spend the least time on after school work.

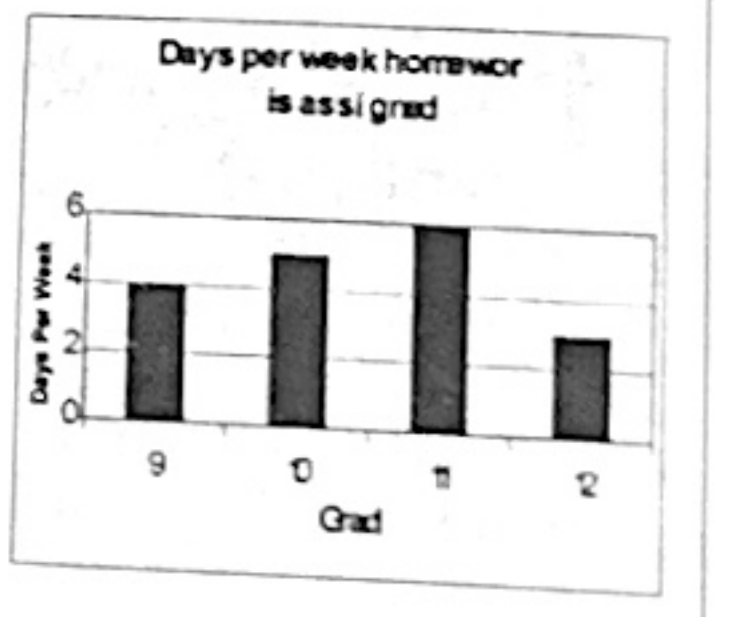
Dreaded junior year is not far behind sophomore year in time spent on homework each night. The days of homework per week increases from ninth grade to eleventh grade and then falls senior year. Surveyed students distribute their time evenly among all subjects.

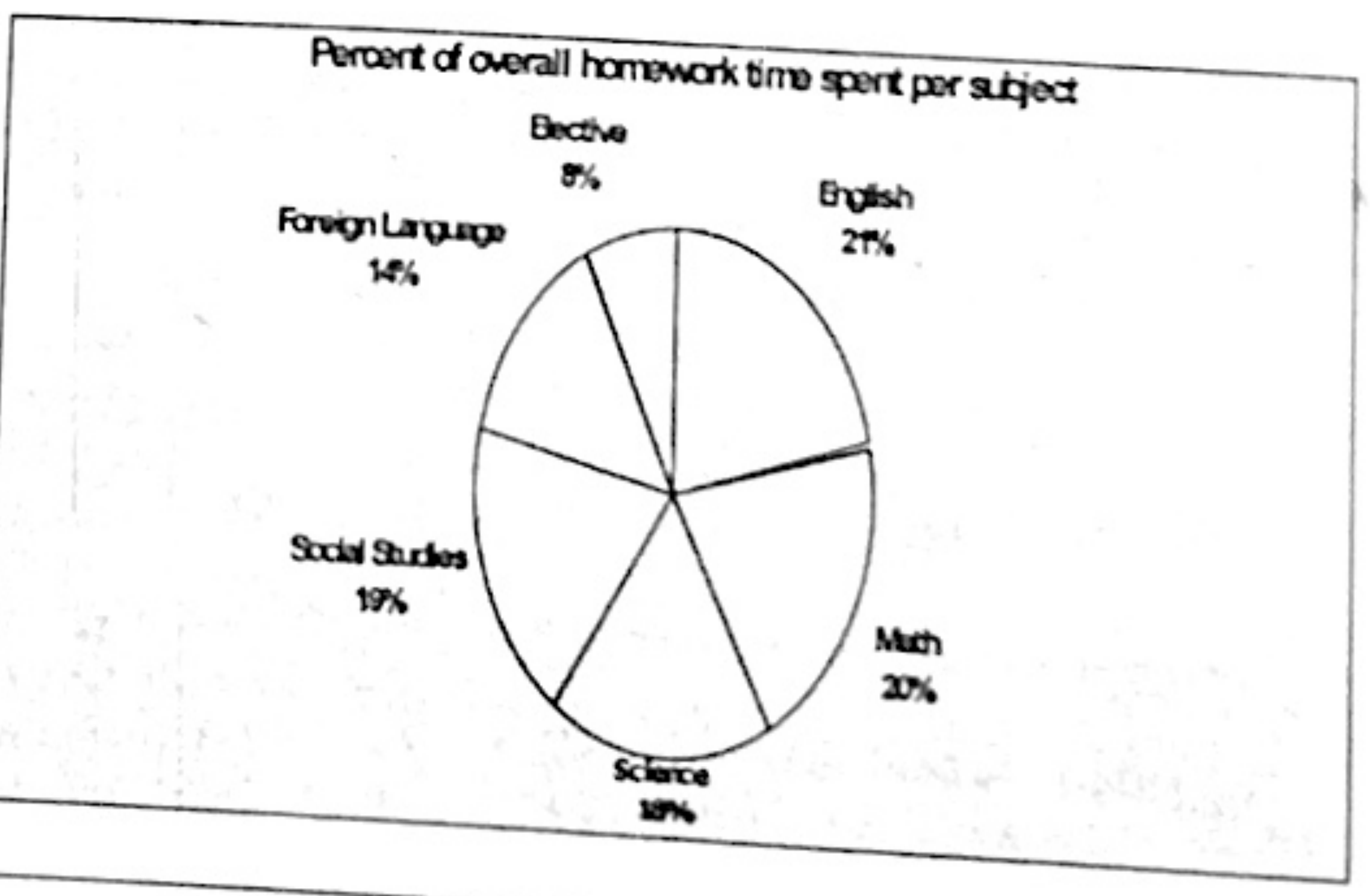
English, math, science and social studies each take up about 20 percent of time spent on homework, while foreign languages account for about 15 percent and electives 8 percent.

The data calls into question students' complaints about too much homework. According to teachers interviewed for this story, good test grades are synonymous with significant amounts of homework.

You can click your heels and make up excuses, but if you want good grades, you'll close your mouth, pick up a book and start reading.







Media should focus on world-wide events

• With the Clinton trial over, television stations can get back to reporting on the rest of the world

By Debra Kamin
Staff reporter

Now that the 13-month scandal that caused White House inhabitants to blush a deep crimson is over, the public has a lot of catching up to do.

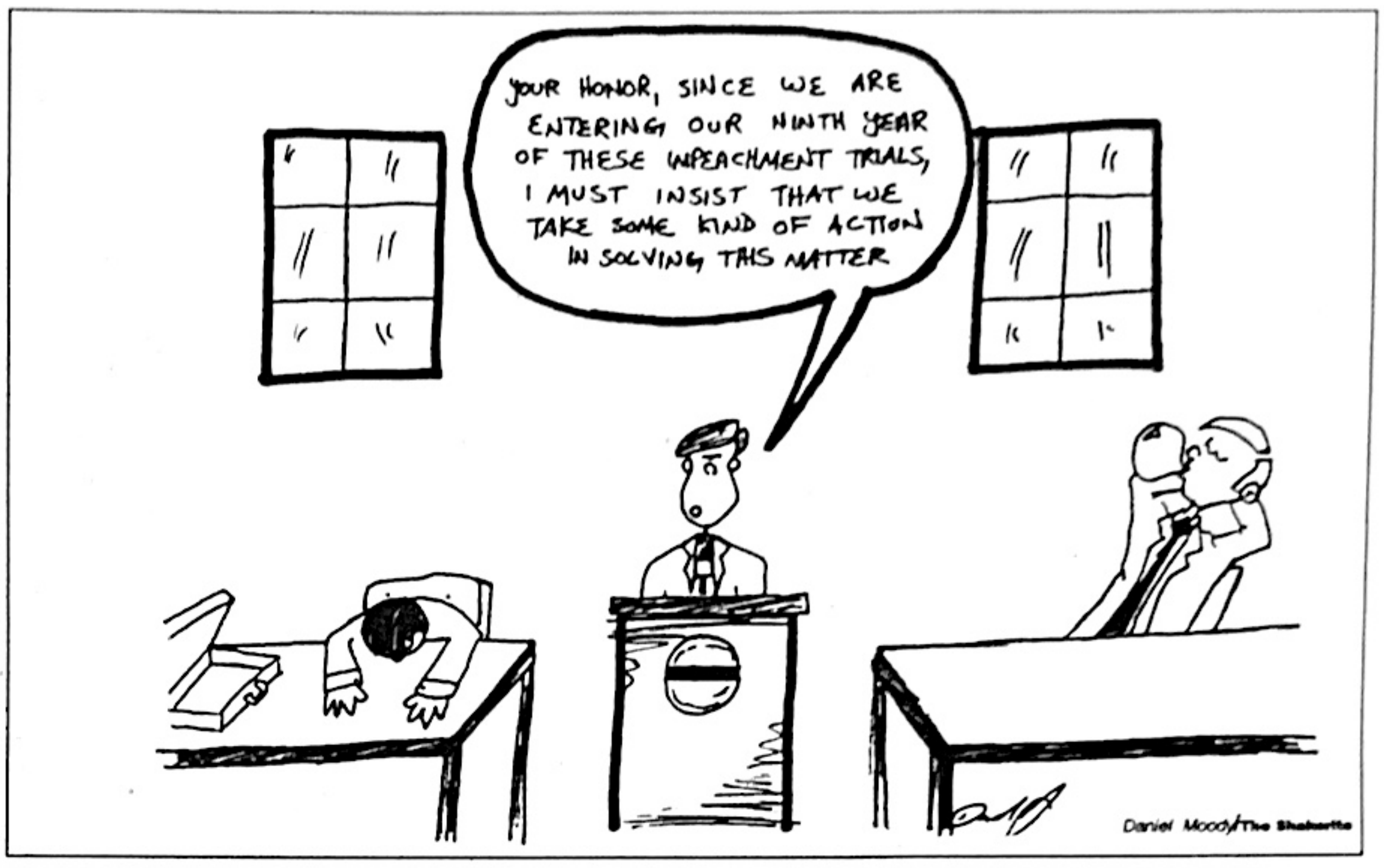
The media will have to return to reporting on over a year's worth of stories pushed off of the front page to make room for the impeachment trial of President Clinton. For such a long time the headlines and top stories have been locked in on Washington that we, the American public, have been oblivious to events occurring beyond the House and Senate chambers.

So what's really happening in our world? It seems the public does not know or care. Do we know anything about Madeline Albright's tireless efforts to get the Kosovo peace talks off the ground? The economic unrest in Tokyo has been absent from the headlines, and stories about Osama Bin Laden are as difficult to find as the terrorist himself. The media turned their backs on the events of the world while in pursuit of every detail about Clinton and Monica Lewinsky, leaving us with little access to other news.

Barely 10 million people watched the live impeachment trial on television. More than 45 million watched the Denver Broncos battle it out with the Atlanta Falcons.

The question remains, however, whether the public will bother watching or reading about legitimate stories now that they have been beaten down by months and months of redundant impeachment babble. We have become so bored by repetition in the news that we have found other ways to fill our time. Barely 10 million people watched the live impeachment trial on television. More than 45 million watched the Denver Broncos battle it out with the Atlanta Falcons on Superbowl Sunday.

America's news values have shied away from the spotlight on Clinton. If that spotlight doesn't shine on other news, it will eventually burn out and leave America in the dark. The strongest weapon a country can have is an educated public. Without news stories to follow, that education begins to decline.


YOUR HONOR, SINCE WE ARE ENTERING OUR NINTH YEAR OF THESE IMPEACHMENT TRIALS, I MUST INSIST THAT WE TAKE SOME KIND OF ACTION IN SOLVING THIS MATTER

Daniel Moody/The Shakerite

Somewhere in the course of the last 13 months, the impeachment trial lost its followers. Americans have no more emotion to spend on the plight of their leader. Frankly, we no longer care.

The hearings and trial became internal matters enclosed within the oak walls of the legislative chambers. The proceedings were broadcast to an uninterested public by a vast network of media who neglected their duty to inform their dwindling audience of the events occurring in a world they no longer cover. So much sordid impeachment information was available on all stations that CNN and the rest can be rightly labeled tabloid television.

It's the media's responsibility to report the latest stories from around the world, making them accessible and comprehensible to the American public. What they have is a valuable, yet dangerous tool; they control what we read about, what we talk about and what is discussed in our schools.

The president's acquittal is a blessing, not only because it allows our government to return to work, but also because Americans will now have more than Ken Starr's steamy witch hunt to talk about with their families.

The media cannot ignore the fact that 35 million more people would rather watch even an overhyped football game than a destined-to-fail partisan effort to destroy a presidency.

They must return to the world beyond the beltway; that is where news lurks.

To retain their dignity and to keep the public educated and aware, reporters must retrace their steps back to the paths they were following before Linda Tripp tripped them up.

Then and only then will people change the channel to the news and once again become educated about the world that we live in.

Children diagnosed with disorder too quickly

• Parents are quick to label their children with ADD to explain difficult behaviors

By Nicole Majorczyk
Sports editor

Speculation is increasing about the growing number of children who are diagnosed with conditions such as Attention Deficit Disorder and Attention Deficit/Hyperactivity Disorder. The scrutiny focuses on whether children actually have the disorder, or whether parents are using the label as an explanation for their children's out-of-control behavior.

According to David Ruenzel of *Teacher* magazine, in the past decade, the number of children diagnosed as ADD and ADHD has more than doubled to 4.3 million.

In turn, the number of children prescribed drugs such as Ritalin, Dexedrine and Cylert is skyrocketing. Due to increased concern about harmful side effects of these medications, doctors are turning to all-natural remedies such as Pycnogenol.

Side effects of the prescription drugs include loss of appetite (resulting in weight loss), insomnia, headaches, stomachaches, potential liver damage, facial tics, drowsiness and depression. Critics of the drugs are concerned that these side effects may be more detrimental to children's health than the disorder itself.

ADD and ADHD children do exist, and for them, controlling their behavior is a

ADD and ADHD are very real conditions that pose very serious problems for children and adults. No one can argue that. However, the disorders result from a chemical imbalance or deficiency in neurotransmitters, chemicals that help the brain regulate behavior.

In addition, the rate at which the brain uses glucose is lower in children who have ADD. This means that children with ADD often struggle to complete everyday tasks that other children accomplish with no problems.

Children suffering from ADD and ADHD suffer from inattention, hyperactivity and impulsiveness. Many have difficulty following through on directions or paying close attention to details. Children with ADD and ADHD are often disorganized and forgetful of what they are supposed to be doing. If only one symptom is present, it could be merely a childhood habit.

However, if a child exhibits a combination of symptoms, he may be diagnosed as ADD or ADHD. According to Dr. Sylvia Rim, a child psychologist, all children have some of these symptoms and are not considered ADD or ADHD.

ADD and ADHD children do exist, and for them, controlling their behavior is a serious, daily struggle. But because of the growing number of diagnoses, a closer look is warranted. Is the problem really the fault of the disorder, or is it in the hands of parents who lack the necessary skills to raise their children?

Here lies the root of the problem: a growing number of families claim to have ADD or ADHD children. A growing number of parents who notice one or two of these symptoms in their child or have difficulty controlling their child's behavior jump to the conclusion that their child has ADD or ADHD.

Parents need to learn that their kids will do strange things, like running around like crazy and playing games that no one else could possibly understand. This is normal.

When their child starts doing things that harm them or are completely disgusting, such as repeatedly banging their head against a hard surface or licking other kids or even their own feet, parents should begin to pay closer attention. Only after that should they consider taking their child to a doctor to seek professional help.

Some parents use ADD and ADHD as an excuse, telling teachers to give their child some slack because of a problem he cannot control. Families of ADD and ADHD kids expect people working with the child to be cautious, more understanding, and in general, to give the child special attention. What happens to the child in this situation?

Such children have grown up listening to their families telling everyone lines such as "Please excuse him, he has a problem he can't help," or "Give her some slack, she can't help her behavior," or even "Don't try to discipline him, it won't work. He has ADD, so there is nothing we can do about his behavior." What kind of self-image are these families instilling in their children? Not a very good one.

Children whose parents make such excuses are much worse off than those who just ignore it. Any young child will try various techniques to get what they want.

Parents need to learn that their kids will do strange things, like running around like crazy and playing games that no one else could possibly understand. This is normal.

Most children will try anything once, from crying and screaming to temper tantrums to physically abusing their families. Parents who attribute such behavior to ADD or ADHD are simply asking for a repeat performance. Giving in to such outbursts lets the child know that their behavior is acceptable. Even worse, telling others that the child is supposed to behave in such a fashion because if their "problem" encourages the child to misbehave even more. The child knows that by acting poorly, he or she can get what they desire and will not punished.

The situation can only get worse. As the child grows into an adolescent and then a young adult, their behavior will become more severe. Minor fits of crying can turn into uncontrollable screaming and arguments. A 3-year-old who hits his mother might not cause any pain or damage, but when he turns into a 6-foot, 180-pound teenager, a swing at someone could send a person to the hospital.

The fault lies in the hands of the parents. Parents who do not learn to control their children at an early age are doomed to suffer in the future. As much pain as parents might feel when they have to punish a young child, the pain will be far greater when the child is older and has even less self control.

Tradition in crisis: future of Black History Month debated

For decades, February has been heralded as both an educating and racially integrating month, but activists now wonder if Black History Month is more of a segregating force than anything else.

By Jonathan Heller
Staff Reporter

According to Henry Martey Codjoe, a policy consultant with the Alberta Department of Education in Canada, Black History Month was intended to help enhance black self-esteem and popularize black culture.

Conceived by Harvard graduate and Ph.D. Carter G. Woodson as "Negro History Week," it was also intended to help reveal the prejudices that existed against blacks at the time.

Woodson was once quoted as saying that his goal for Black History Month was "to inculcate in the mind of the youth of African blood an appreciation of what their race has thought and felt and done." He felt that this goal would inspire African Americans to recognize their true ability.

However, activists now believe in educating all people in African-American history, an unrealistic suggestion 80 years ago when the country was more openly racist.

"I think we have to move into an awareness that black history is not just for black people, but that everyone has something to learn from it," said Mwatabu Okantah, a professor of Pan-African studies at Kent State University who recently spoke to Shaker students in an assembly sponsored by the African American Culture Association (AACA).

Reuben Harris, founder of Caring Communities Organized for Education, who was recently featured in an article in the *Washington Post*, agreed.

"My hope is that someday we'll have a thing called American history, a world history where we won't have to separate anymore," he said.

According to Yaw Boatong, professor of education at Eastern Washington University, Woodson formed Negro History Week to encourage African history education in schools.

Woodson chose the month of February because of the births of several figures who dramatically impacted the lifestyle of black Americans, such as Frederick Douglass, W.E.B. DuBois and Abraham Lincoln.

> ***"My hope is that someday we'll have a thing called American history, a world history where we won't have to separate anymore."***
>
> **REUBEN HARRIS**
> founder of Caring Communities Organized for Education

Woodson later went on to write *The Mis-education of the Negro* in 1933, noting that because blacks had been misinformed about their history, both pre-slavery history and the achievements of African Americans, blacks in America formed an inferiority complex.

"When you control a man's thinking, you do not need to worry about his actions," Woodson wrote in his book. "He will find his 'proper place' and will stay in it. You do not need to send him to the back door. He will go there without being tol fact, if there is no back door, he will cut one for his special be His mis-education makes it necessary."

Woodson's Negro History Week was intended to rid Amer blacks of some of these negative feelings.

Because the idea of Black History Month formed almost 80 years ago, the question th mains is whether or not it is still needed. Ac ing to Harris, Black History Month is still important.

"I think that it's absolutely necessary no I think it's a disservice to our country that we don't know the history of African Americans," he said.

Traditionally, "the whole history of African Americans," a scribed by Harris, has been taught as the history of blacks d slavery times and the Civil War era. However, teachers are begi to recognize that there is more to black history than just what pened in the fight for freedom.

According to Jennifer Novak, a coordinator for the Lemelson Project on the History of Black Writing, teachers are now stressing African culture instead of just slavery.

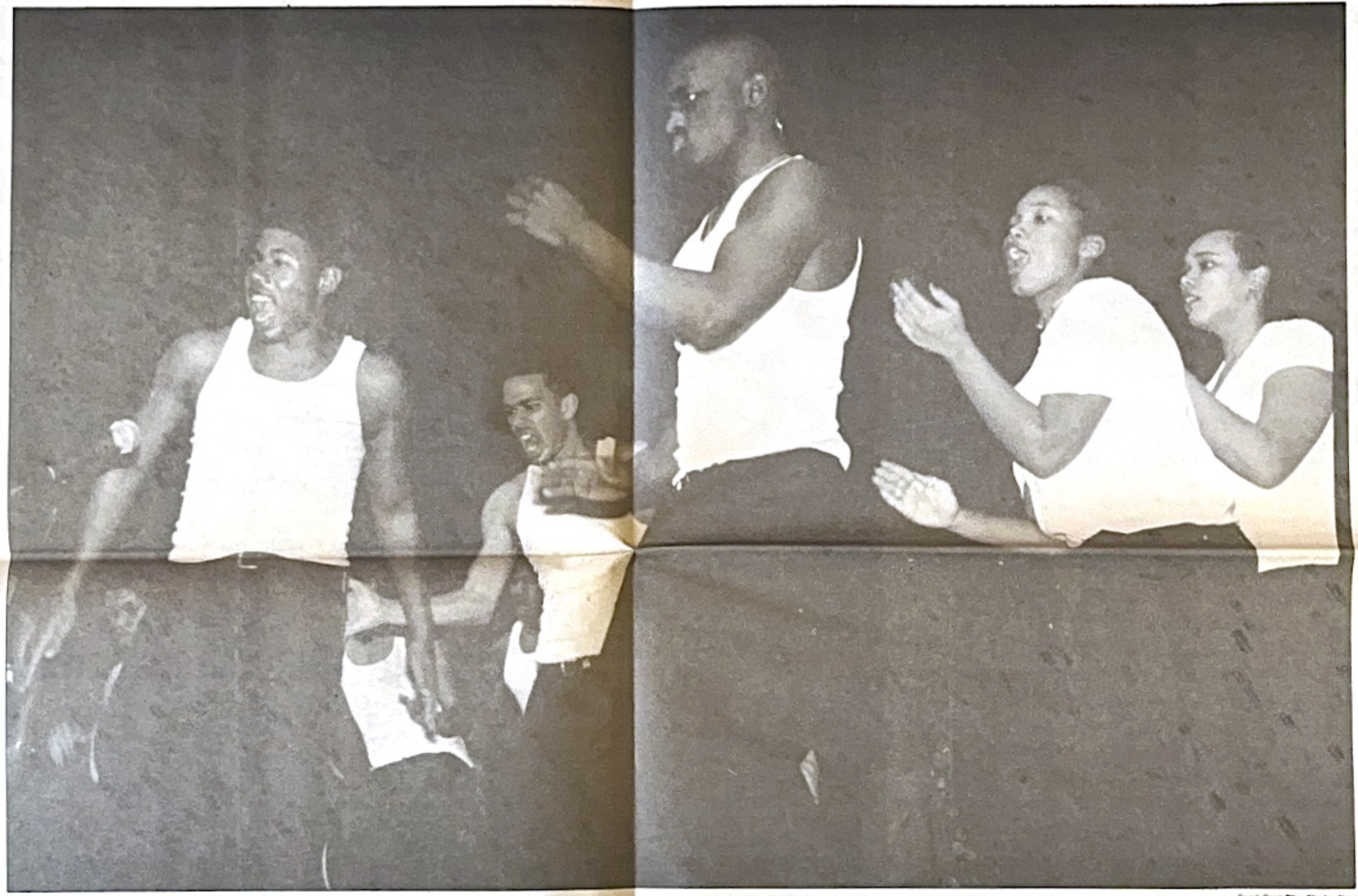
Other teachers feel that the best way to teach all of African-American history is to incorporate it into world history, so that students learn just as much about blacks in World War I or Vietnam as they would learn about blacks in the Civil War.

"I think [only teaching about African Americans in the Civil War] is a problem that we are phasing out of," said social studies teacher Daniel Harris. "People are coming to terms with it.

"I know that in [Shaker], that's not the way it is done," Harris said of teaching the history of blacks of just one era. "It's taught in all areas."

Junior Samar Oden, vice president of the AACA believes that black people should make Black History Month more meaningful.

"I think that people should look to their roots during Black History Month and recognize where their heritage lies," she said.



Sarah Flores/The Shakerite

Landon Lockhart, A. Leonel Lattores, Donnell Boyer, Kellie Love and Tara Grove step with enthusiasm, bringing the 1999 Sankofa performance to a close. Sankofa, a compilation of dance, poetry and music, was the commencement celebration of Black History Month.

"What does African-American mean to you?"

On Feb. 8, professor Okantah spoke to Shaker students about his beliefs on the postition of African Americans in society today. The following are some Shaker students' responses to Okantah's opening question, "What does African-American mean to you?"

"[African-American] means history or background; your roots or where you came from."

TIMOTHY POPE
junior

"African-American is my heritage, Africa is where my ancestors came from, and I'm from America; it is who I am"

CHARLOTTE JACOBS
sophomore

"[African-American] means rich in culture, symbolizes a fight for independence and pride."

ALLISON WOLKIN AND MARGARET RICHARDS
freshmen

"[It doesn't mean] anything, because all it means is that a person came from Africa, it does not necessarily mean that they are black."

LARA ANDREWS
junior

"It refers to people with black skin, trying to reconcile their past heritage and present assimilation into white American culture."

JOCELYN BERGER
senior

"[An African-American is] a black that lives in America. I don't feel there is such a thing as African-American. I've never been to Africa, I just consider myself American."

TIMOTHY HAWKINS
senior

"[African-American] is not a race, it's not a nationality, it's not a religion, it's a name that says 'We share an African culture and an American culture.'"

JOHN ADDISON
assistant principal

Quotes compiled by Journalism II

LSD users risk long-term losses

• Back in the '60s, drugs were prominent and their consequences unknown. No one knew that the LSD that they were ingesting at the time would continue to haunt them for the rest of their lives.

Photo illustration by Jesse Griffiths/The Shakerite

LSD comes in many different shapes and sizes. Most commonly it is found on small pieces of colored paper known as blotter acid. Among other things, it's also found in the form of sugar cubes, pills, white powder, liquid and gelatin sheets.

By Beth Dolinsky
Copy editor

Psychedelic. Trippy. Acid. Ring a bell? We're talking about LSD.

Back in the '60s, drugs were prominent and their consequences unknown. No one knew that the LSD that they were ingesting at the time would continue to haunt them for the rest of their lives. Now, through medical research and technology, we know the health risks and consequences of such drugs. Still, use among teenagers hasn't stopped.

In fact, in January alone, three LSD-related incidents were reported in the Cleveland area. Two students at Buckeye High School in York Township were suspended for selling LSD on school grounds. A boy in another Cleveland suburb jumped out of a second-story window while under the influence of LSD. A Chagrin Falls senior was expelled for possession and suspected sale of LSD on school grounds.

[illegible] students say that the physical effects of the drug made it appealing to teenagers.

"People like to dream and fantasize, and LSD gives them a chance to do that," senior Eric Hyde said.

Still others thought that Shaker in particular could be an area with increased drug use due to the high-stress atmosphere.

"I think people use LSD in order to reduce stress," freshman Alyssa Muehrcke said.

Freshman Abby Landreth agreed. "At Shaker, there's a lot of stress because it's such a good school," she said.

Lysergic Acid Diethylamide (LSD) or acid, is a hallucinogen. Hallucinogens alter a person's thoughts and often cause one to believe that an experience that he has imagined is real. LSD is the only drug powerful enough to be ingested through blotter paper dipped in the drug. LSD causes hallucinations and distortion of time, distance and the senses. Acid trips often cause euphoric feelings, but are just as likely to produce anger or violent tendencies, depending upon the user's mood, personality and expectations. A trip lasts an average of 12 hours but is dependent on the dosage.

Albert Hoffman, the chemist who first discovered the psychological effects of LSD, described feelings of nausea, dizziness and other symptoms of a "mysterious breakdown" after accidentally absorbing LSD into his body in 1943.

LSD can also cause dilated pupils, a rise in body temperature, heartbeat and blood pressure, tremors, sweating, loss of appetite, sleeplessness and dry mouth.

Flashbacks are common among LSD users. Even after the drug has been processed by the liver, its effects can return at any time.

Often this causes confusion and adverse effects. The neurological causes for such flashbacks have not been discovered.

Still, despite its dangers, LSD use is not uncommon. A 1989 study in Ontario found that 5.9 percent of those ages seven to 13 had used LSD in the past year, and 9.1 percent of those ages 16-17 had used it in the past year.

Actual statistics of drug use are difficult to ascertain, according to police sources.

"[Use in Shaker] is hard to gage," said Lieutenant Tim Reinhardt, head of the Shaker Heights Police Department's Juvenile division. "There are drugs in Shaker, but it's difficult to put a finger on it. We can only gage [use] by the number of arrests."

Reinhardt also emphasized that the number of arrests of Shaker teens for drugs does not directly reflect use in any way.

"Put it this way: How many times have you been speeding in your car and not gotten caught? It's the same thing," he said.

Although specific statistics are difficult to obtain, many students felt that LSD use was on the rise.

"Drug use in general is on the rise," junior Chris Hoke said.

Muehrcke agreed.

"I think that more people use [LSD] now than before," she said.

However, police records don't indicate this upward trend.

"We've had less arrests this year than in the past," Reinhardt said, "but the year isn't over."

Some students felt that the police records accurately reflected declining use in Shaker.

"Less people use [LSD] because it's hard to obtain," sophomore Naiomi Rodgers said.

Junior Allison Lewis concurred.

"I'd say that less people are using LSD now than they have before," she said. "I've never heard a person say, 'I'm going to go do LSD now.' "

DID YOU KNOW THAT . . .

- **LSD induced flashbacks can be triggered by physical or psychological stress, antihistamines and other substances such as marijauna. They can cause severe anxiety attacks.**
- **Strick-9, a chemical used to put small animals to sleep, can be found in LSD. It attacks the spine and can case deterioration of the spinal cord.**
- **Formaldehyde, traditionally used to preserve dead tissue, is often found in LSD. It causes strong pains in the chest or lung area of the user.**

Jesse Griffiths

Tempted to tempt fate? Play the worst case scenario game

• Introducing a fun new way to save sombody's life

By Jesse Griffiths and Justin Gurney
Feature co-editor *Opinion co-editor*

got THOUGHTS

We've been on earth for 17 years and witnessed only a mere fraction of horrors compared to what the future may hold. But we've seen things that no one should see.

We've seen friends addled by addiction, sent to jail, DH and rehab and liberated to probation. We've seen friendships dissolve because one feels drugs are better support than a shoulder to cry on and we've seen lives waste away to nothing more than bad flashbacks and the munchies.

Few people actually *want* to throw their lives in the trash. However, when your high school memories consist of hitting a joint or hugging a toilet bowl, that's what you are doing. You don't think you're headed for disaster. You think you're young and invincible.

Jesse Griffiths

Justin Gurney

Guess what. We're mortal. Things we do today will catch up to us down the road, and sometimes, it's not so far away. It takes just one bad decision to bring the belief of immortality to a crushing end.

Although every student has heard the same drill on drugs, alcohol and sex since elementary school, those abstractions don't teach decision making the way the worst case scenario game can. You too can learn how to play. It's a simple little game that can paint a vivid image of just how wrong things can go.

You are going to a party with your friends. You get there, throw back a beer, then keep drinking until it is time to go. You can't talk, let alone drive. However, you decide to get behind the wheel. After all, you are invincible.

Worst case scenario, you lose control, swerve to the wrong side of the road and hit your buddy who is driving a carload of friends home from the same party. Your friends now lay injured or dead next to you and you have to live with the fact that you ruined the futures of the people you love. You'll have time to think about that act in jail.

Now, weigh that scene against the best case scenario. You manage to escape an accident and the police on your way home. The worst thing you encounter is the next day's hangover and a peer-pleasing story about being so wasted you couldn't remember the drive home. Do these benefits outweigh the costs of the worst outcome?

Another example. You decide that it would be cool to sneak out to go to a party. You get there and people are drinking and passing a joint. You hit the joint a few times, and again down a few beers. Eventually you go to the bathroom.

Now, one of two things can happen. Worst case scenario: while you are in the bathroom, someone slips something into your drink. As you drain the can, you begin to feel light-headed and pass out. You wake up with your clothes torn and a vivid memory of a stranger raping you. If that's not bad enough, the person who raped you had HIV, and now, so do you.

Or your drink is OK, and again, you only have to worry about that hangover. Is the risk of HIV worth being socially accepted?

What if you were the guy who needed that rush of power? You rape a girl and contract a fatal disease. Not only may you not live another year, you'll be lucky if you don't spend that year in jail. Is living out your last days in a damp, dingy cell is worth the sick sense of power gained from abusing someone?

These aren't pleasant thoughts, but they may save your life. Unfortunately, kids often disregard the woes that can result because of their bad choices. If you play the worst case scenario game, there is a good chance that these examples will never become reality.

Shaker students put science to the test during NASA summer internships

• Hamilton and Slain lead stellar science students to adventures at Cleveland's Lewis Research Center

By Debra Kamin
Staff Reporter

In high school, science is a universally dreaded subject. Jonathan Slain and Candace Hamilton have succeeded far beyond the standard at Shaker in science as well as in their other classes.

Both students are such strong workers that they were chosen to work with NASA this past summer taking their education out of the classroom and into the real world. Senior Najah Farley and 1998 graduate Brad Picot also served as NASA interns.

Slain, a junior who loves tennis and driving his 1990 Buick Skylark named Claudia after Claudia Schiffer, was slated for work in the microgravity center. Microgravity is the feeling of near weightlessness that astronauts experience while in orbit, and it is simulated on earth in an enclosed space containing one-one millionth gravity. Slain tested situations such as how candles burned differently in the atmosphere and found that the information aiding astronauts is just as useful down on earth.

"A lot of the tests they do in space came out even more perfectly here," Slain said. "Some of the stuff we did this summer can help everyone, not just astronauts."

Besides lighting candles and simulating no gravity, Slain had the opportunity to study cataracts using laser beams. His testing object? Cow eyes.

"Basically, every day I would get into work, go to the butcher shop and get fresh eyes and test them with laser beams," Slain said. Cataract testing was done on the pupils. Slain said that he found that portion of his work "a little weird, but really interesting, too."

Hamilton, a senior and captain of the swim team, worked in the chemistry lab at NASA. Hamilton said that the most nervewracking part of her experience with NASA was not actually working with real scientists and having pressure put on her, but the application process itself.

"It was like a college application," Hamilton, also a CORE leader, said. "I had to write essays and do interviews; the whole thing was pretty scary." Hamilton spent her time at NASA performing tests on water samples.

Hamilton, a member of MAC sisters who holds a 3.9 GPA, has no problem doing college interviews, though. Next year she will be attending Princeton University and entering the engineering school. Having attended Shaker since kindergarten, Hamilton will surely miss Shaker when she leaves for New Jersey.

"I love Shaker," Hamilton said. "The way everyone seems to be from so many walks of life, even though we're such a small community. It's so diverse, and we're good at everything. At most schools there's a few people who are good, but at Shaker, everybody's good at something."

Hamilton said one of the most amazing things she discovered at NASA was how skills she learned in science class affected a real-life situation.

"A lot of the chem labs that I did last year were exactly what I had to do at NASA," she said. "You never really think anything you learn is going to help you in real life, but it did."

Slain had a similar experience and agreed with Hamilton. "The people actually use calculus and imaginary numbers there. I was shocked," he said.

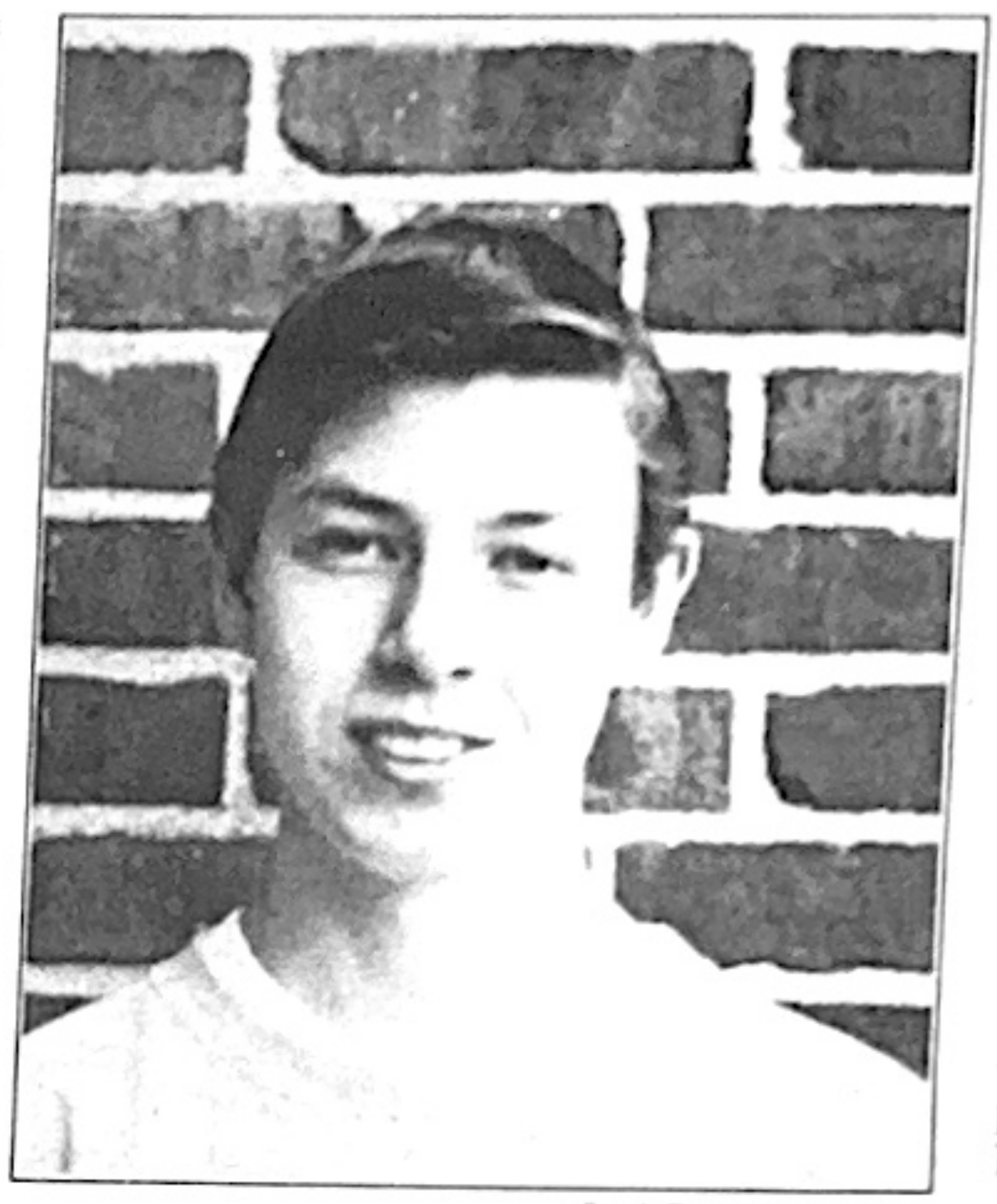
While Hamilton is ready to go to Princeton, Slain, a year younger, has his eyes on Harvard.

"It's always just been there, kind of in the back of my mind, that I want to attend that school," he said. A career in medicine, possibly surgery, is what he sees in the future.

Science teacher Joseph Marencik teaches Hamilton's physics class.

"Candace does well. She's got a very good personality and people like her. When she buckles down she works hard, and her study skills have to be good," Marencik said.

With a 4.65 GPA, Slain also has a lot going for him. He participates in JCWA and helped to run the Spanish National Honors Society. In reference to his busy schedule, Slain simply put it, "I take a lot of classes."


Sarah Ronis/The Shakerite

Jonathan Slain worked with NASA over the summer to enhance his already impressive science skills. Senior Candace Hamilton also participated in the intern-

Emily Blanton, a junior, has been friends with Jonathan since eighth grade. They are in the same science class this year, and she described him as a great friend and a hard worker.

"Jonathan's an all-around guy," she said. "He does study a lot but he knows a lot already. He always surprises me."

Senior Jeff Klug had similar comments about Hamilton. The two have been in school together since second grade and both are members of the swim team.

"Candace is one of the most energetic and talkative people I know," Klug said. "She is also one of the hardest workers. She's always studying, but she has a lot of other activities, too, which is remarkable." As for her personality, "spunky" is how Klug described her.

"Candace is never down or sad. When you're around her if you're sad she always picks you up."

Dr. Howard Ross is a senior researcher in the microgravity division at NASA. He sees high school and college students' internships as a vital part of the work completed at NASA.

"We try to give the kids jobs that let them learn skills while getting work done that really needs to be completed," he said.

Ross said that the students must have math and science backgrounds as well as computer skills.

"The perfect person we always look for has computer skills and also knows how to fix a car," he said. "The students that work with us are all top-notch; they know what they're doing."

Hamilton related her study methods to her swimming strategies. "With swimming, you have to work really hard and be really determined in order to do well," she said.

"My freshman and sophomore years taught me that to succeed I had to work . . . it's the same thing with school. There's a lot of competition that you don't even see."

Uncle Sam wants his military veterans to go back to school to teach math and science

•Recruiters reluctant to speak about "Troops-to-teachers," but Shaker faculty approve as long as candidates are educated

By Steve Strang and Jessica Smith
Staff Reporters

Push-ups, a longtime staple in gym classes, may soon be integrated into other subjects.

An end to the American institution of taking advantage of substitutes could be fast approaching. (A retired drill sergeant would put up with little misbehavior.)

If Bill Clinton has his way, more and more of the nation's former military officers may be stationed in classrooms to help students be all they can be. Though he hardly created the idea, Clinton has recently seized upon it as a tool of education reform.

Clinton introduced the program that he has dubbed "Troops-to-teachers" in a speech delivered Jan. 22. The program would train veterans to be teachers at federal expense. The vets would primarily be used to teach math and science classes in impoverished school districts. The program would cost $18 million and would employ more than 3,000 retired military personnel.

Clinton called the nation's veterans "an incredible pool of potential teacher talent. If you visit with people in the military, that make the military their career, you just can't fail to be impressed with the accumulative weight of experience. They understand the importance of balancing discipline with creativity . . . and understand how to manage people of resources and limited resources, to do a job of limitless importance."

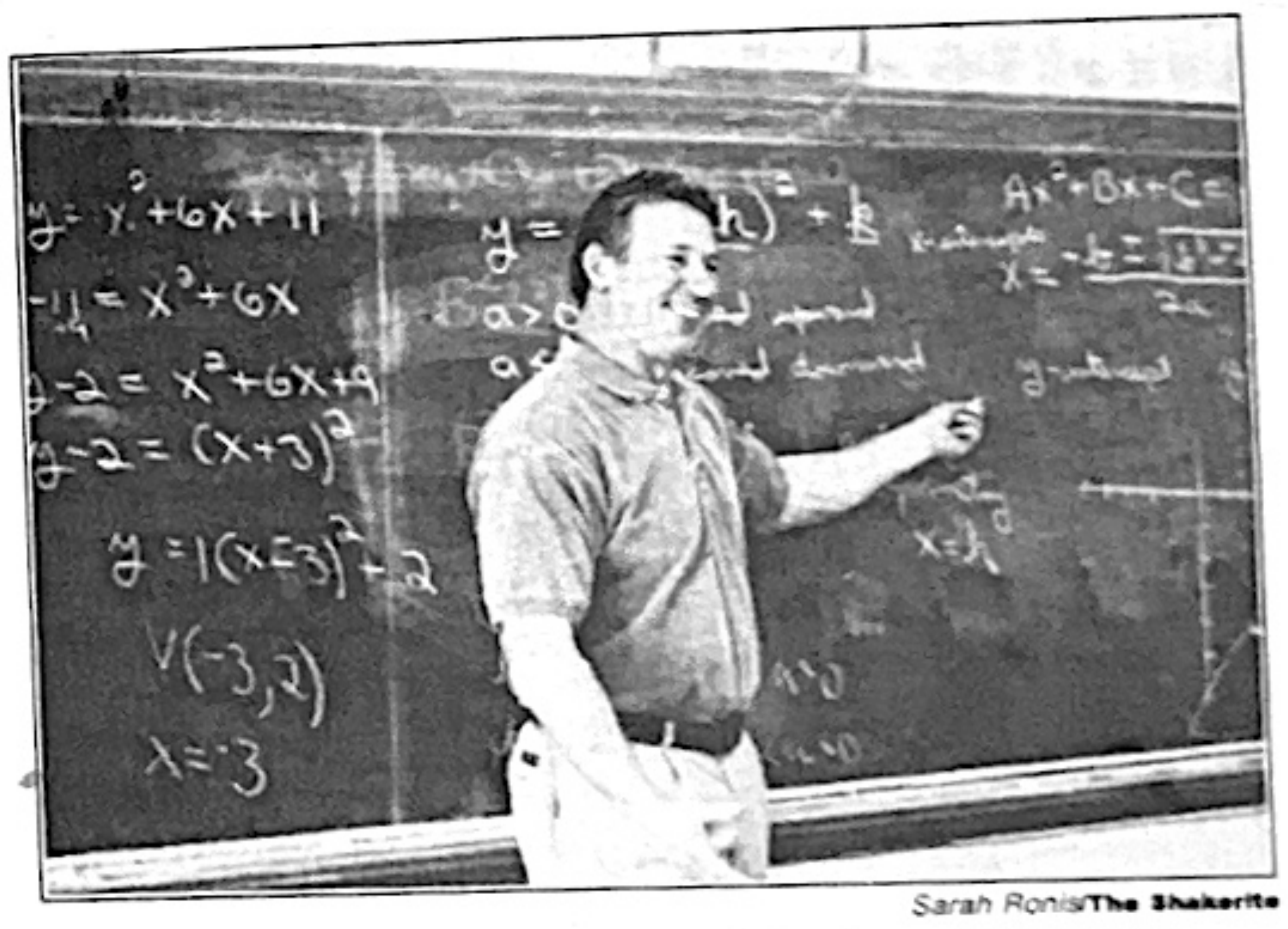
In light of Clinton's speech, *The Shakerite* posed this idea to veteran teachers right here at the high school.

"As long as they were educated, they would make good teachers, but the average Vietnam vet would need more education," math teacher Dennis Hogue said.

Hogue added that communication can help teachers succeed.

"Communicating with kids is why I've been a successful teacher. Sometimes I like to get into their minds and mess with them."

Although no military recruiters were authorized to comment specifically on the troops-to-teachers initiative, Navy officer Rick Winland, who works in the Naval office of public affairs in Columbus, offered reasons why military officers can be good teachers. Although Navy officers do not need a teaching degree to teach other sailors, they do go through a two-month training school. They are taught methods of instruction, public-speaking and lesson plan design. All officers of the Navy also have bachelor's degrees, and many six-year officers have master's degrees.



Sarah Ronis/The Shakerite

Math teacher Al Siebert has military experience. A recent intiative by President Clinton would bring more former military officers to schools.

Senior Sarah Horning said having a teacher with a military background would make a difference in her behavior.

"I would feel disciplined and show more respect," she said.

Librarian Patty Lawrence said well-prepared military personnel would be welcome additions to the field.

"As long as they're well educated," she said, "they need to take qualified people."

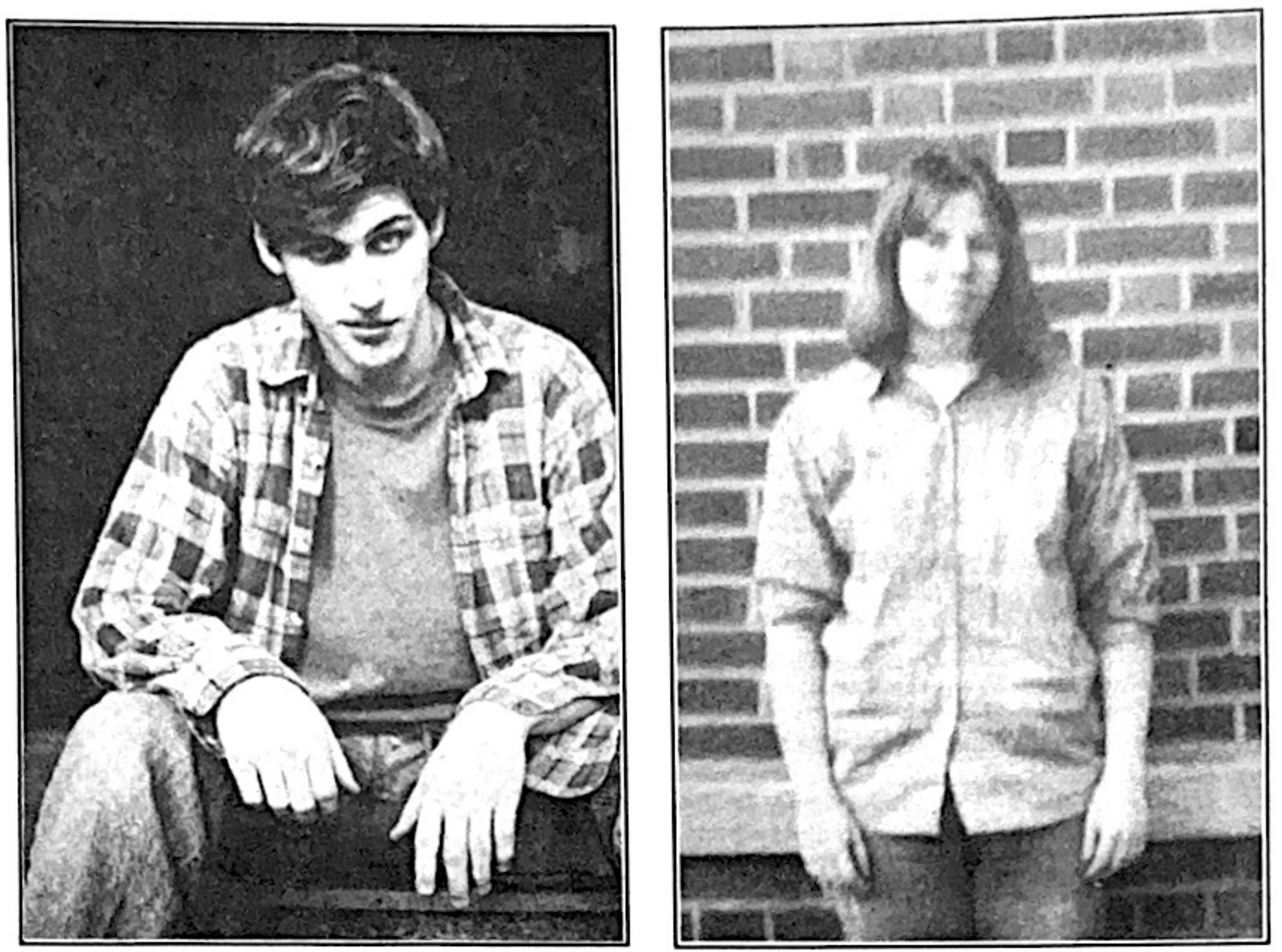
Junior Devaushi Singham said a military teacher might be intriguing.

"I wouldn't want him to be a teacher if he wasn't trained to be one . . . the personality of the person could be interesting," Singham said.

Students see words come to life

•Plays by Shaker students Jacqmin and Spiro featured at Dobama Theatre

By Karen Jenks
Staff Reporter


Aaron Vinyl/The Shakerite
Sarah Ronis/The Shakerite

Ben Spiro and Laura Jacqmin had plays produced at the Dobama Theatre at Coventry. Jaqmin has been writing since sixth grade, while Spiro is new at the craft. Both plan on submitting plays for the New Stages XVII.

The lights on stage fade to black, the curtain goes down and amid the rousing applause a call is heard for "Author! Author!" From behind the curtain steps Shaker's own Laura Jacqmin. Or maybe Shaker's Benjamin Spiro.

Both Jaqmin and Spiro recently had plays produced at Dobama Theater on Coventry as part of an informal workshop led by theater teacher Ned Gallaway and Dan Kilbane, Gallaway's co-director and artistic director. The plays were produced by Gallaway and were added to the samples of work from three other high school playwrights and four adults also participating.

"I was amazed that people my age were able to write plays with such depth and maturity," senior Megan McGill said.

The prospective playwrights were asked to submit two pieces each to the contest and were chosen by Gallaway and Kilbane. The nine writers then met on Mondays for the first semester of the school year to read plays out loud and edit as a group.

The workshop, called "Night Kitchen," was designed to develop creative writing skills and to help young adults enter the world of playwriting. The teenagers produced a collection of their works called *Untitled*, which was produced at the Dobama in late January and early February.

The final play each writer decided upon was a culmination of weeks of work and displayed human emotion using few characters.

> ***"I was amazed that people my age were able to write plays with such depth and maturity."***
>
> **MEGAN MCGILL**
> senior

"[In my play], one brother [Kip] has come home to his brother [Rupert], ready to accept the consequences for this nameless bad thing that he's done," said Jaqmin, a junior. Her play, titled *Dakota*, defines the differences between the two brothers and their struggle to deal with the unstated crime that they have committed.

"Laura's play was very complex. It left the audience to do a lot of thinking," senior Carolyn Shook said. Shook was an actress in three of the other plays produced with the same workshop.

"It's about a depressed guy who goes to a park and meets this hobo who cheers him up by talking to him," sophomore Spiro said of his play, *Some Things Are*.

"Ben's play was insightful and had excellent acting," Shook said.

"His play was extremely well written," McGill said.

"Right now I'm editing a play I wrote last may. It's called *War Games*," Jaqmin said.

Jaqmin has been writing plays since fifth grade, when she won the Marilyn Bianchi Kids' Playwriting Festival. She took a course in playwriting in sixth grade at the Playhouse Theatre, and has continued writing ever since.

Dakota was Jaqmin's twelfth play and the second one that has been produced. Her play *Afterglow* was produced in New Stages XVI at Shaker Heights High School.

"I'm really looking forward to seeing what Laura's going to submit to New Stages this year," senior Thea Smolinski said. "She's a great writer, and we all really enjoyewd what she submitted to New Stages XVI."

This year, Jaqmin has submitted three plays to New Stages, including a "heavily revamped" *Dakota*.

Unlike Jaqmin, Spiro is new to the trade of playwriting. *Some things Are* was his first play ever.

"At the moment, I'm trying to write some new stuff for playwriting class," Spiro said.

Spiro also submitted pieces top New Stages, including the play he wrote for his final grade last semester and *Some Things Are*.

Both authors dealt with very mature topics in their writing and showed a lot of depth on the way they portrayed life, according to Shook and McGill.

McGill was especially impressed with with the maturity of the two writers and stressed the insight and the profundity that they demonstrated with their plays.

"I was really impressed when I saw their plays and realized that these were people from our school," McGill said.

the box OFFICE

2/19,20
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Wizard Of Oz
Allen Theater
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Reel Big Fish Odeon
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Jay-Z/DMX/Method Man
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Wish You Were Here
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Salt N Pepa Odeon
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Silverchair Odeon
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Lauryn Hill/Outkast
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Moe Odeon
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3/24
'N Sync/Divine/ Tatyana Ali CSU
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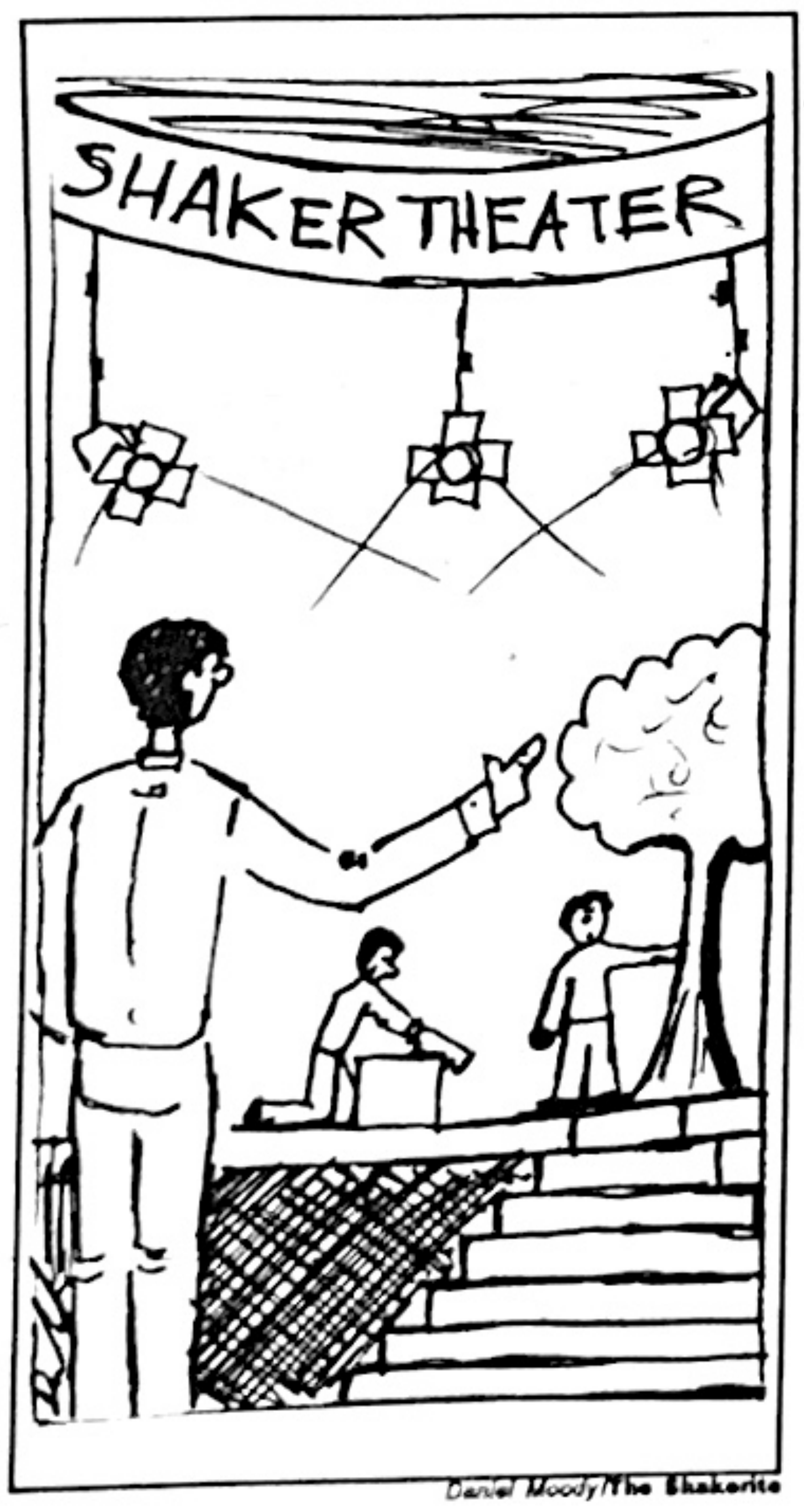
3/25
Fuel Odeon

Auditorium manager takes the stage at Beck Center

• You might think his gifts are backstage only, but Tisdale shines in front of curtain, too



Daniel Moody/The Shakerite

By Robert Rains
Staff Reporter

The office was filled with the laughter from students as they viewed a cartoon video spoofing President Clinton. Chuck Tisdale laughed with the students as he leaned back in his chair.

The small office tucked away before the large auditorium is easy to miss, but the students who find it are glad they did.

"I spend a lot of time in here," explained Tisdale. A lot of time indeed. Tisdale is the auditorium manager, meaning he helps design the sets and lighting for all theater projects.

a&e raider of **THE MONTH**

"Basically anything that goes on in the auditorium space," Tisdale said.

During the fall production of The Pirates of Penzance, the audience enjoyed a Tisdale-directed set that featured a pirate ship, a starry sky and a rocky shore.

Tisdale's theater experiences goes back to the 1977, when he landed his first major role in a production of *The Wizard of Oz*.

"I was the mayor of the munchkins," Tisdale said, proudly. "I was pretty young then. But I got into theater at a young age."

Tisdale grew up and went to school in Lakewood. "I attended St. Clement's and St. Edward's, which I know is boo-hissed around here," Tisdale said. "I wasn't the most popular, but I wasn't unpopular."

Tisdale was involved in percussion band and marching band. From high school he went on to earn an undergraduate degree at Baldwin-Wallace College and a master's in acting-directing at The University of Akron.

Tisdale's Shaker legacy is behind the scenes. Few people realize that he has a stage presence, too. He recently acted in a production at the Beck Center. Tisdale teaches stagecraft and is the mastermind behind the sets for Shaker theatre productions.

However, over the holiday season, Tisdale acted in "Greetings" and received praise from many newspapers, including *The Free Times*, *Sun Press* and *The Plain Dealer*. It was his first acting experience in three years; he had been directing, mostly.

Tisdale's technical expertise extends to computers, too. He is the primary source for help with Macintosh computers in the building.

In spite of his computer aptitude, Tisdale is content to work in theater for awhile. Last summer he participated at Berea Theater as a technical director.

"That was associated with B.C (Baldwin-Wallace College), and I like to do things for them," he said. Tisdale has also done *Rumors* at the Huntington Playhouse.

As a veteran of the theatre scene, how does Tisdale think Shaker's theater department measures up?

"Well, at my high school, theater was completely an after school thing," he said. "Here, we are able, I think, to have a theater class each period, which pleases me very much."

The theatre department speaks highly of Tisdale, too. "He is a major asset to the theater department," said department head James Thornton. "(He is) one of biggest positives we've had in the last three years."

Theater students agree. "Mr. Tisdale adds an element to the theater program that otherwise would not exist," said junior theater student Dave Neville.

What's next for Tisdale?

"The freshmen play, which is being directed and produced by the students," Tisdale said.

Gripes and gloats

•Beth tells the way it is

By Beth Dolinsky
Copy Editor

Many people approach me and say, "Hey *Shakerite* staff member, you should tell the A&E people to write about this band that I heard may be signing with this record company that isn't in existence yet." The process of choosing topics for the *Shakerite* is a grueling one, and only a handful ever see the light of day. So I would like to take this opportunity to scan the world of entertainment.

Let's begin with all of those wonderful movies now playing in theaters. *She's All That, Blast From the Past, You've Got Mail...* not finding anything appealing? There was a day when motion pictures were quality. Of course, there are exceptions, but in general, contemporary films can't compete with the classics. Maybe it's because today, anyone with enough cash can fund his own pet project. Maybe it's because today's movie industry has become overly concerned with finding the right film to satisfy the needs of a target audience. *Whatever the reason, there isn't even a com*parison to be drawn between the shoddy films today and the classics that we admire. Most movies today just can't compete with *Gone With the Wind, Casablanca,* or even new classics such as *Field of Dreams* and *Dead Poet's Society*.

The Preview Channel, that cable haven where we can find out what's on TV on any station, even Pay-Per-View and Cinemax, has turned into the *TV Guide* Channel. Now, that may not seem like a major change, but for those of us who loyally set our watches by the ever-accurate Preview Channel, the gruesome takeover by *TV Guide* is disturbing. Can we really trust that comforting blue screen now that we know that it's run by the magazine moguls of *TV Guide*? I think not.

Turn your attention to another entertainment catastrophe. We thought that it was the greatest event for Cleveland entertainment when WUAB decided to air reruns of *The Simpsons twice* every weekday! Unfortunately, there is a loophole in this plan. The shows that air at 5:30 and 7:30 p.m. daily are not only reruns, but they repeat themselves every couple of weeks, turning one of the most hilarious shows on television into a sham. Sure, I too admire the brilliance that is Lisa's "vegetarian" episode wchich has been repeated so many times that the comedy is actually,wearingoff. *The Simpson's* is still the funniest show on television, but the lack of variety on the WUAB syndicate is destroying the show's reputation.

Student artists have the goods

•Shaker art students capture honors at Scholastic Art Awards

By Nathaniel Auerbach
Staff Reporter

Seniors Michael McDermott and Raphael Gottesman recently relieved a lot of parental stress by becoming eligible to win $1000 - $5000 in scholarships through the national Scholastic Art Awards in New York City.

McDermott and Gottesman were just two of the 14 Shaker students to collectively win 17 awards at the Cuyahoga Scholastic Art Awards competition at the Cleveland Institute of Art.

More than 400 entrants from more than 100 Cleveland-area schools participated in this event, sponsored by the Martha Holden Jennings Foundation and the Cleveland Institute of Art.

McDermott and Gottesman each compiled a portfolio. McDermott's portfolio featured nude anatomical studies, while Gottesman focused on geometric and linear photography in vertical formats.

"Portfolios mean a lot to them and their future," said visual arts chair James M. Hoffman. "In the past students have won anywhere from a partial one-year to a full four-year tuition and all expenses scholarship."

Sophomore Natalie Shook was among the five gold key recipients for her sculpture "Eat for Two," a mesh wire structure of a pregnant woman stuck with several hypodermic needles. "Pregnant women should not do drugs," is Shook's message in this piece.

"I won a gold key for a mixed media piece which had layered acrilic paint," said senior Isaac Gertman. "There wasn't one visual component: it was a symbiosis of texture, photography and types." The piece was appropriately titled "Symbiosis."

Sophomore Alexis Deal won a silver key for one of her sculptures.

The Scholastic Art Awards competition was established in 1927 and is sponsored by the Alliance for Young Artists and Writers, Inc.

"I was very pleased," said junior Jennifer Kaufman, who won a silver key in graphic design for a chaotic black and white doodle. "I really like the art department here. There's lots of good stuff that comes out of it."

"I would compare our program, in terms of quality, preparation and performance, to that of a small liberal arts college," Hoffman said, "with the structure of curriculum students have available to them, the resources of excellent teachers and an extraordinary high school selection of courses to create very sophisticated work."

Sarah Ronis/**The Shakerite**

SHHS students once again fared well in the Scholastic Art Awards. Alexis Deal won a Silver Key – one of the highest awards – for this sculpture.

This outstanding display of talent and visual arts education must somehow be a sign of career goals. Shook is interested in life sculpture, painting and graphic design.

McDermott would like to refine his specialties of light and shading in the film industry.

While Gottesman is deciding between music and visual arts, he is sure that he wants "people to see an angle on something they don't see on a regular basis."

Hoffman's thoughts on the successes of the Shaker students are characterized by awe.

"I continue to marvel with great pride at their outstanding achievements."

seen & HEARD

Music

ELE:The Final World Front
Busta Rhymes

Boom! Explosions everywhere, no salvation. This is the portrayal of the upcoming millennium according to rapper **Busta Rhymes**. For his latest release, *Extinction Level Event: The Final World Front*, Rhymes has recruited rapper **Mystikal**, pop star **Janet Jackson**, rocker **Ozzy Osbourne** and the **Flipmode Squad.**

Tracks such as "Everybody Rise" and "Tear Da Roof Off" show Rhymes at his best. The album is a solid effort exposing Rhymes' raw talents. Hip-Hop fans will want to check this album out.

-Robert Rains

💿💿💿 Out of Four

Movies

She's All That

Freddie Prinze Jr., Rachel Leigh Cook, Paul Walker, Matthew Lillard and Anna Paquin star in the romantic comedy *She's All That*. The film centers on a popular high school senior, Zack, who makes a bet that he can turn any girl on the school campus into a prom queen. His challenge is Laney, a "ragamuffin art student." Laney leaves behind her artsy ways in a matter of a few days to fit in with Zack and his friends. This is a horrible message. The talent portrayed by the actors is far less than great. The movie is meant to be a romantic comedy, but ends up being a movie sabotaged by dud lines and an amoral plot. This film is the definition of thumbs down.

-Meredith Edwards

🍿 Out of Four

Television

The '60s

Hyped as one of the best miniseries since *Roots*, *The '60's* aired on NBC Feb. 7-8.

The film follows the lives of four individuals and the predictable life choices that they make. One goes to Vietnam, one leads the not-so glamorous life as a hippie, one becomes an antiwar protester and the last is an African-American teen growing up in the racist South.

Instead of offering a new twist on portrayals of landmark events, filmmakers chose to only touch upon and give the perception of individuals who have already been portrayed more skillfully in films such as *Forrest Gump*.

The highlight of the film is its soundtrack. Filled with hits from throughout the decade, it will be a favorite with those looking for an album of '60s anthems.

-Nathan Levin

🍿 Out of Four

Do you like what you see?

Sign up for Journalism I next semester to write for the Shakerite.

We are proud of Shaker's

National Merit Semifinalists
Allison Artman
Soren Burns
Zachary Davis
Daniel Deming
Lauren Dietrich
Lisa Glazer
Katharine Goheen
John Hogg
Lindsey Jameson
Abraham Kinkopf
Jeffrey Klug
Chris Koler
Michael Lee
Benjamin Madorsky
Peter Morgenstern-Clarren
Alan Murphy
Carolyn Shook
Sara Stuhan
Marc Wood
Xin Xiaowen

National Achievement Semifinalists
Allison Artman
Cullen Buie
Kelley Dean
Djenaba Lewis
Josiah Quarles

National Merit Commended Students
Judah Ariel
Laura Bonem
Cullen Buie
Lewis Farmer
Daniel Gattozzi
Nora Gordon
Koto Ishida
David Kent
Jeannine LaGuardia
Djenaba Lewis
Meghann Okin
David Pearson
Kira Ribar
Jonah Schein
Erin Whitehouse

National Achievement Commended Students
Kamilah Butler
Jason Callahan
Najah Farley
Candace Hamilton
Devony Jackson
Jennifer Jones
Landon Lockhart
Michael McDermott
Chalana Reeves

National Hispanic Scholars
Elyssa Auster
Carolyn Shook

STA
Shaker Heights
Teachers' Association

1999 Shaker choice awards

• New awards honor the best in entertainment

By Nathan Levin
A&E Editor

It seems every year a new awards springs up to honor those celebrities already on an ego trip. So here at *The Shakerite*, we thought do our part and jump on the awards bandwagon.

A survey was distributed to 300 students. Each was asked to choose their favorite in 11 categories. The categories ranged from best actor in a TV show to band of the year. It was a chance to see what students are paying attention to during the little time that exists between studying and sleeping.

This year's nominees were all very qualified to win an award. Several races were close, while in other categories, some stars blew others away.

The race for best male in a TV show placed James Van Der Beek of *Dawson's Creek* and Erik LaSalle of *ER* against former World Wrestling Federation Champion Stone Cold Steve Austin. When the dust settled, we were "stunned" to see that Stone Cold was the winner.

The race for album of the year included works from Shania Twain, the Dave Matthews Band and Lauryn Hill. Hill's *The Miseducation of Lauryn Hill* TKO'd all of her opponents with a whopping 45 percent of all votes.

Other big winners included the Dave Matthews Band, Will Smith and *Saving Private Ryan* in their respected categories.

Song of the year honors went to Brandy and Monica's duet, "The Boy is Mine," while Ally McBeal herself, Calista Flockhart, won for best female in a TV show.

This year should be a huge year for the world of entertainment. Many of the acts that won in our poll will be touring this summer and through the fall. Others will release new albums and appear in countless films and TV shows.

We at *The Shakerite* hope that the Shaker Choice awards become an annual tradition and that in the future voting will be open to the entire school, both faculty and students. Next year we hope to have this competition last several rounds in which students and staff would have the opportunity to nominate celebrities before final votes are calculated.

We would like to thank all those who participated and made the awards the success that they have become. Here are the rest of this year's winners and losers.

SHAKER CHOICE AWARD

Daniel Moody/The Shakerite

best film performance (male)

Tom Hanks - *Saving Private Ryan*
Jim Carrey - *The Truman Show*
Ben Affleck - *Armageddon*
Will Smith
Enemy of the State

best film of the year

Something about Mary
Patch Adams
A Bug's Life
Saving Private Ryan

best film performance (female)

Gwyneth Paltrow - *Shakespeare in Love*
Meg Ryan - *You've Got Mail*
Oprah Winfrey - *Beloved*
Cameron Diaz
Something about Mary

best musical soloist (male)

Will Smith
Garth Brooks
Shawn Mullins
Jay-Z

best album of the year

Hard Knock Life Volume 2 - Jay-Z
Come On Over - Shania Twain
Before These Crowded Streets
- Dave Matthews Band
The Miseducation of Lauryn Hill
Lauryn Hill

best musical soloist (female)

Ani DiFranco
Sarah McLachlan
Brandy
Lauryn Hill

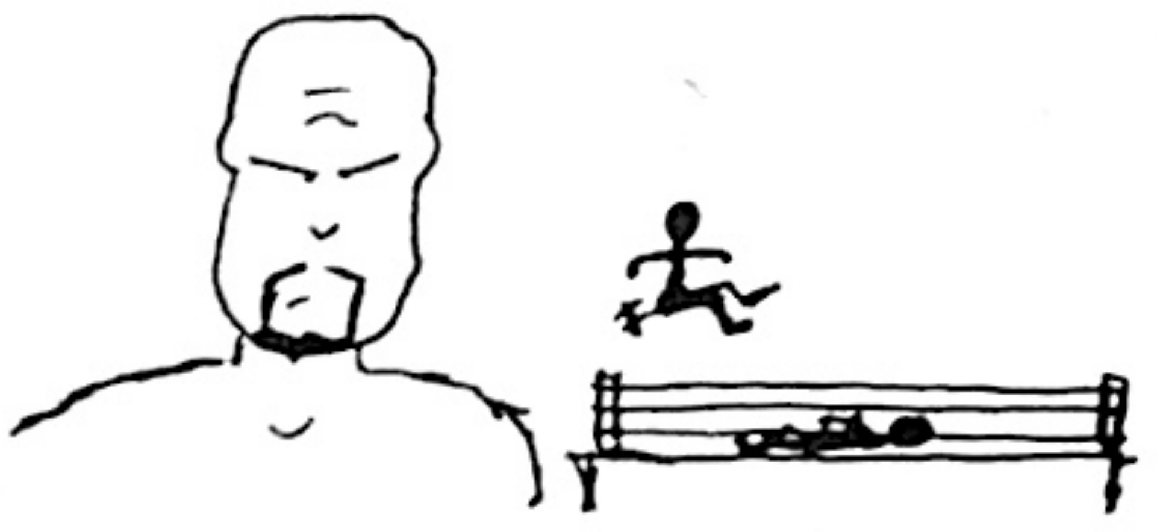
LAURYN HILL

best musical group of the year

'N Sync
Phish
Next
Dave Matthews Band

best song of the year

"I don't want to miss a thing" - Aerosmith
"Iris" - Goo Goo Dolls
"You're still the one" - Shania Twain
"The boy is mine"
Brandy and Monica



best actor in a tv show

James Van Der Beek - *Dawson's Creek*
Drew Carey - *The Drew Carey Show*
Erik LaSalle - *ER*
"Stone Cold" Steve Austin
Monday Night Raw

best actress in a tv show

Gillian Anderson - *X-Files*
Julianna Margulies - *ER*
Brandy - *Moesha*
Calista Flockhart
Ally McBeal

best tv show of the year

The Drew Carey Show
X-Files
Celebrity Death Match
Dawson's Creek

Daniel Moody/The Shakerite

Women can play hockey, too, maybe even for Shaker

•Baker, Kinkopf make unsuccessful bid to join ice hockey team

By Alexander Kolb
Staff Reporter

Look at the hockey team and what do you see? Determination.

Yet even these players are second in their drive to succeed to a growing breed of hockey player, one that could change the face of high school sports forever.

These players are women.

Amid preseason speculation last fall when Coach Michael Bartley was drafting his game strategies, others were fighting a battle through uncharted territory. Senior Iris Baker and freshman Abra Kinkopf practiced and tried out for the Shaker hockey team in an effort to become the first female Raider hockey players.

"I've been playing all of my life, and girls' competition isn't as good," Kinkopf said. "I've always wanted to make the guys' team."

In 1992, goalie 20-year-old Manon Rheaume became the first woman to play in the National Hockey League when she played for the Tampa Bay Lightning in an exhibition game against the St. Louis Blues. She made five saves while allowing only two goals.

Rheaume (pronounced Ree-OME) went on to play as a member of the Canadian women's national team and is currently the lone female member of the Western Hockey League's Reno Renegades.

In Rheaume's spirit, Baker and Kinkopf took to the ice, but it was not an easy fight. Neither made the team, and for senior Iris Baker, it was a last ditch effort.

"I wanted to prove something to myself. I hadn't played in two years, so I didn't tell anyone," Baker said. adding that she didn't expect to make the team but hoped to show herself and her friends that she was serious.

In spite of the outcome, the attempts weren't flukes for either athlete. Both have played a long time, Baker for seven years and Kinkopf for nine.

"I've been playing for nine years in the Shaker program," Kinkopf said. "I figure skated before, and when I moved from Minnesota I started playing hockey." She does participate in competitive hockey, as the only female member of the Cleveland Skating Club's team.

Baker also hits the ice as a competitor. She plays for the Ohio Flares, an all-female team. She is coming off of a two-year break from hockey.

"There was just too much pressure at the beginning of my freshman year, and everywhere I went there were racist people and dads in the crowd," Baker said.

In addition to the pressures to compete, the girls faced some criticism from the Shaker team members themselves. However, for the most part both girls said the team was very supportive.

"Most of the guys were supportive, especially the older ones like Abe [Kinkopf]," Baker said.

Senior Abraham Kinkopf, one of the team's captains, is Abra's older brother.

"I think it was great that they tried out. I think Abra is very good and she had the ability this year and should be a contributor next year," Kinkopf said. "I told her going into it that she knows how to play and she needs to play as hard as she can."

Daniel Moody/The Shakerite

Other players also noted the girls' intensity.

"It's great to see effort from girls," junior Howard Dingle said. "Men have more muscle than women. Size and strength were the only things that held them back."

Bartley said that the girls lacked what many players lack — experience and physical maturity. "Power isn't so much a factor. Most younger players are more physically immature," he said.

He did not discount Baker's and Kinkopf's skill, however. "Any female who can try out at this level must have strong skill to get them there," he said.

Neither player blames Bartley or feels that being cut was a issue of discrimination. "I was going up against Matthew Wallace," Kinkopf said. "I got a pretty fair tryout." Wallace is a freshman on the team.

Hockey is not the only traditional male sport to have seen some female interest. Head Football Coach and Athletic Director David Sedmak has also had girls talk to him about trying out. Although no girls have actually tried out, Sedmak said some positions on a football team are well suited for female athletes.

"Aspects that are very power-specific are more difficult because by make-up, men can be stronger than women," Sedmak said. "At some positions, certain girls could play. Many [football] teams around the country have girl kickers."

Although the day has yet to arrive, Baker said her tryout provided a memorable lesson.

"Go out and do it," Baker said when asked about girls who are considering trying out in the future. "The team is one of the best in the state, so don't feel dejected if you don't make it."

BANG

FROM PAGE 16

Swimmers once again are on top

The swim were victorious at Mayfield High School at the sectional meet Sat. Feb. 13.

The girls' meet started out well with a first place victory in the 200 medley relay. Melanie Pulley continued the success with a third place in the 200 free style.

Candace Hamilton swam her way to second place in the 100 butterfly, barely beating out teammates Lynne Hoppe and Melissa Jimmison.

Johanna Craig and Claire Dietrich, freshmen, both did exceptionally well in sprint freestyle events and relays.

The seniors led the boys' team to a splashing victory. Jeff Klug won both the 200 freestyle and 100 backstroke. He was also on the 200 medley and 400 free relays. Jon Ryder won the 50 freestyle and was on the 200 and 400 free relays.

In the 100 breaststroke race, Tommie Jimmison and Chris Ryder both placed in the top five. Chris Koler and Mike Lee both unexpectedly dropped in this event.

An additional 30 swimmers from around the area will also compete at districts at Cleveland State on February 19 and 20. From there, swimmers hope to move on to the state meet at the end of Feb. in Canton, Ohio.

And that's not all they have to look forward to. The majority of the swimmers will be shaving down Feb. 18 before the district meet.

Julie Redline, Jessica Burns and Lia Silver

Raider wrap up

Men's Basketball

Record: 3-4
Next Game: Feb. 19 at Lakewood at 6p.m.

Women's Basketball

Record: 14-6
Next Game: Sectionals Feb. 15-27 at TBA

Men's Swimming

Record: 9-0
Next Game: Districts Feb. 19-20 at TBA

Women's Swimming

Record: 9-0
Next Game: Districts Feb. 19-20 at TBA

Ice Hockey

Record: 24-2-1
Next Game: Sectionals Feb. 15-21 at TBA

Wrestling

Record: 9-5
Next Game: Sectionals Feb. 19-20 at TBA

RAIDERS OF THE MONTH

Candace Hamilton

Sarah Ronis/Shakerite

Sport: Swimming

Year: Senior

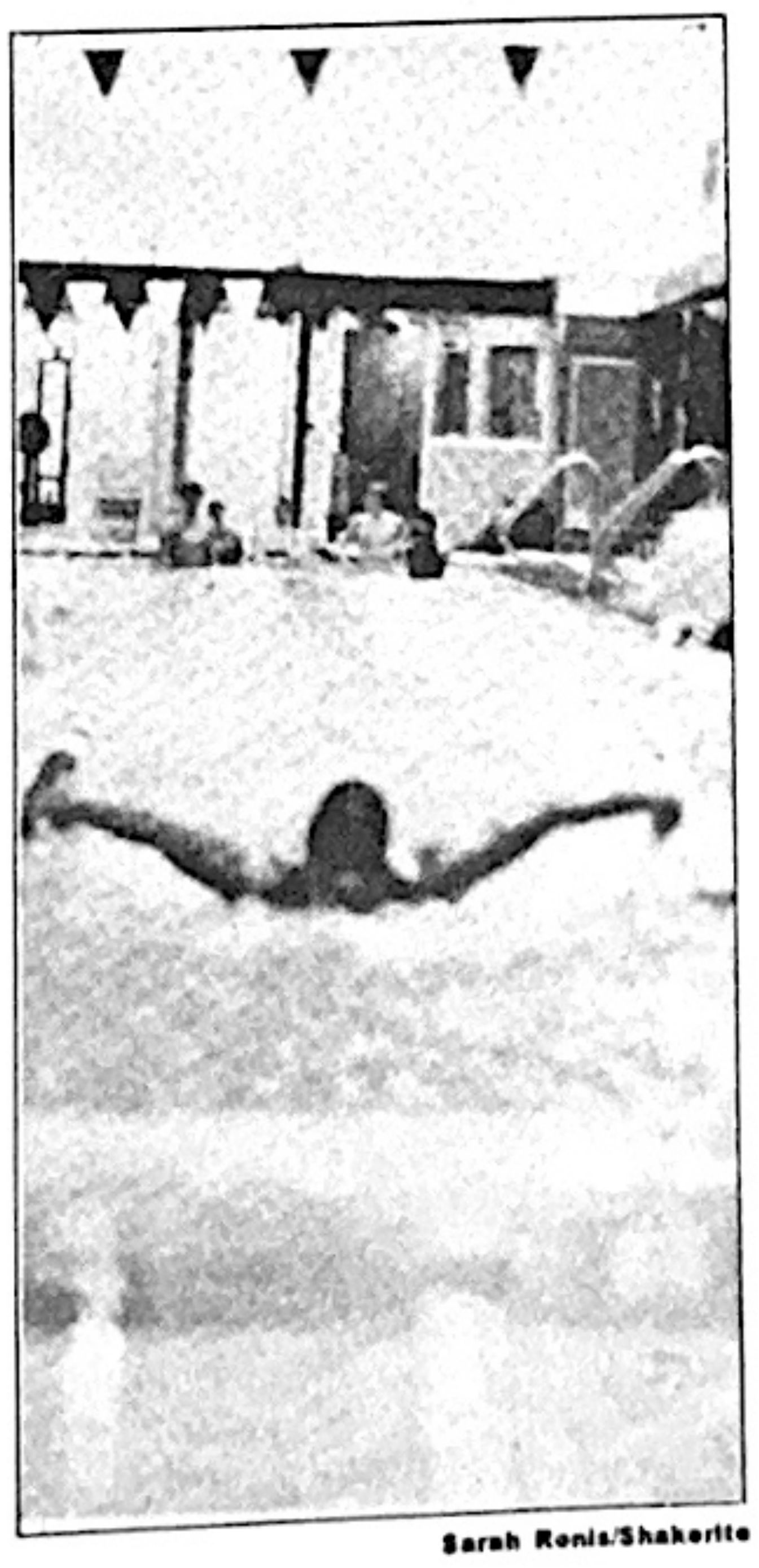
Achievement: Hamilton has been a Shaker Shark for eight years, and a four year varsity athlete. As co-captain, she has led the Sharks to yet another season in dual meets.Hamilton took second in the LEL Jan,29, for the 100-yard butterfly. She also swims the 50-yard freestyle.

Favorite sports memory: "My freshman year, we were swimming a dual meet against Hudson and were down by a lot. We were really struggling, but we finally pulled off a miraculous comeback an won."

Teammate's comment: "She's very energetic at meets and in practice. She is a very vocal leader." *-Matthew Scheeman.*

Future plans: Hamilton will attend Princeton University in the fall. She hopes to swim competitively there.

– Scott Martin



Sarah Ronis/Shakerite

Sarah Ronis/Shakerite

Scott Graham

Aaron Vinny/Shakerite

Sport: Hockey

Year: Senior

Achievement: Recipient of the Moe Robers Award for Most Outstanding Goalie at Thornton park Tournament and Most Outstanding Goalie award at Cleveland Heights Tournament. Graham has a 92 percent save average.

Coach's Comment: " Scott's one of the best goal tenders in the state. He's very consistent and has a good save percentage. He's well-respected by many of the teams around the league for his ability." – *Mike Bartley*

Favorite Sports Memory: "Beating St. Edward in states in my final game last year; it was a very exciting game and I had a shutout."

Future Plans: Scott plans to play hockey and or baseball in college, but he has not decited on a college yet.

– Debra Kamin

SPORTS

Snow, snow
GO AWAY
School closings due to bad weather cause athltes to lose practice and game time.
SPORTS, page 16

Women
ON ICE
Shaker women attempt to become the first female Raiders to play on the ice hockey team.
SPORTS, page 15

Scandals taint Olympic pride

Nicole Majorczyk
Sports Editor

Since their inception, the Olympic Games have represented happiness, peace and unity.

The games have brought smiles to faces around the world. Men, women and children are brought together despite religious, racial and economic differences.

People all over the world partake in the event, from the athletes and coaches to the committees and vendors to millions of people who sit glued to their televisions for two weeks every other summer or winter.

Recently, the Olympic Games have been surrounded by one scandal or another. Scandals include Ross Rebagliati, who almost lost his gold medal during the Nagano when marijuana was found in his system, and the bombing of the Olympic Park at the Atlanta games.

Unfortunately, this wave of scandals is much worse than drugs and bombs. It involves drugs, sex and money. As a result, the public has realized that the process by which a city is chosen to host the games is not at all fair.

The members of the committee who decide on the location of the Olympic Games are not the most honest and deserving people for the job. Cities that are chosen should be rich in culture, in need of an economic boost or eager enough to put on the best Olympics they can. Lately, these thing have been overlooked in favor of graft.

Drugs, sex and money have become the most important criteria for board members. Those on the board have been accepting bribes from cities in the race for the honor to host the Olympics.

It's the job of those who will choose the city to visit each site and assess its qualities. They are supposed to choose the city in accordance to their assessment, not in accordance to which city provides the biggest and best bribes.

Council members have been accused of accepting bribes of every sort. Some were charged with using prostitutes provided by cities; less fortunate members voted for cities that offered to pay for their children's college educations; many accepted bribes of large sums of money, expensive gifts and drugs.

The evidence of bribery playing a role in the choosing of the Olympic city is embarrassing. The games have always brought out the good in people, yet now, they are bringing out the bad in people . . . the very bad. There is no reason whatsoever to accept such bribes.

The only thing worse than accepting a bribe as offering one.The opportunity to host the games is supposed to be based on a level playing field, yet when one city raises the stakes, some will not be able to keep up. The fact that city officials provide prostitutes, drugs or money should definitely not affect that city's chances to host the Olympics.

Scandals are not only humiliating to those involved, but the sad stories taint the Olympic experience for everyone who witnesses them.

Basketball, hockey finish with a bang

•Men's basketball and ice hockey finish the season with strong wins; men's basketball proceeds on to tournament, ice hockey moves on to sectional championship

Richard Rund
Staff Reporters

They must be butter, 'cause they're on a roll.

The men's basketball Raiders team are more hard core than the Wu-Tang Clan this year as their dominance has produced a 16-1 record, their only loss coming at the hands of an out-of-state team in a winter tournament in Delaware.

"We have a chance to go farther than any Shaker team has gone," said Head Coach Bob Wonson. "We believe we have one of the best teams in the state."

One thing that will help this team in the playoffs is the rigorous competition they have conquered this year. The Raiders thumped rival opponents such as Euclid, Benedictine and Cleveland Heights, proving that they can compete against the best northeast Ohio teams. And the experience gained in the Slam Dunk to the Beach tournament in Delaware will benefit the team in post-season play.

"I learned a lot in Delaware. You have to come out to play all four quarters and not just decide to play in the second half," sophomore point guard Eugene Dumas said.

Several key players are newcomers to the Raider tradition. Move-ins Sidney Williams (Cincinnati), Tyson Barnes (Elyria) and Kevin Foster (Kalamazoo, Michigan) have all contributed this season.

The Raiders are prepared for the tournament grind.

"There is a long road ahead of us," Baringer said. "We think we are the best in the state, but there are a lot of good teams and we can't take anyone for granted."

Nathaniel Auerbach contributed to this article

John Mulligan/For Shakerite

Senior David Laven checks a Kent Rosevelt player in a tussle for the puck. Shaker defeated Thurs. Feb. 11 3-1 in the first round of the Baron Cup.

Hockey snags another Baron Cup

In a rousing battle with rival University School at Brooklyn Ice Arena, the third-seeded Shaker hockey team won the Division I Baron Cup Sunday for the second year in a row.

After the scoreless first period, the Raiders took a 1-0 lead with a powerful shot by junior Matthew Shenk.

During the third period, senior captain Joeph Simon and Prepper goalie Derek Classen chased the puck to the side of the goal and senior Abraham Kinkopf scored.

The Shaker crowd went silent only when sophomore Kharef Clayton fell injured during the third period. The knee injury, did not prove serious.

With less than a minute remaining, US played with six attackers and an empty goal, and sophomore Carson Strang took the puck back down the ice to score Shaker's final goal.

Although they were the underdogs going into the tournament, the Raiders came through.

"We win when it counts," Strang said.

Now, the team is looking forward to state tournament play.

"[Winning the Baron Cup] gives us momentum leading into the state tournament," *Head Coach Michael Bartley* said.

According to Bartley, the Raiders' toughest challenge en route to the state finals will come from St. Edward's in a sectional match this Saturday.

Before preparing for that game, the Raiders are taking the time to appreciate victory.

"It feels great to repeat," Simon said.

Beth Dolinsky and Jennifer Heisler

See BANG, page 15

Snow days force athletic directors to rearrange competition schedules

•Cancellations interrupt midseason tempo, force athletes to practice, practice, practice

Michael Emrich
Staff Reporter

In January, we all sat in front of the television, agonizing over the bottom fifth of the screen, clenching our fists while praying to see "Shaker Heights City Schools" among the lucky majority of kids who got to stay home.

We were thrilled to have those two bitter cold days off from school, but not every Raider was happy with the extended vacations the rest of Northeast Ohio enjoyed.

When Shaker or any of its athletic opponents took the day off, seven Shaker sports teams looked forward to another day juggling act didn't stall out their momentum.

"It shouldn't affect us at all," said Head Basketball Coach Bob Wonson. "I think we are mentally tougher than to let one day throw us off."

Seven Raider events were rescheduled, including two men's' and two women's' basketball games, two swim meets and one wrestling match.

Also, three events were cancelled, including two ice hockey games and one swim meet.

Teams tried to stay sharp by practicing on the days school were closed.

"Canceling school is not a problem," said sophomore swimmer Colin Sinatro. "It hasn't affected us at all. We're a dedicated team."

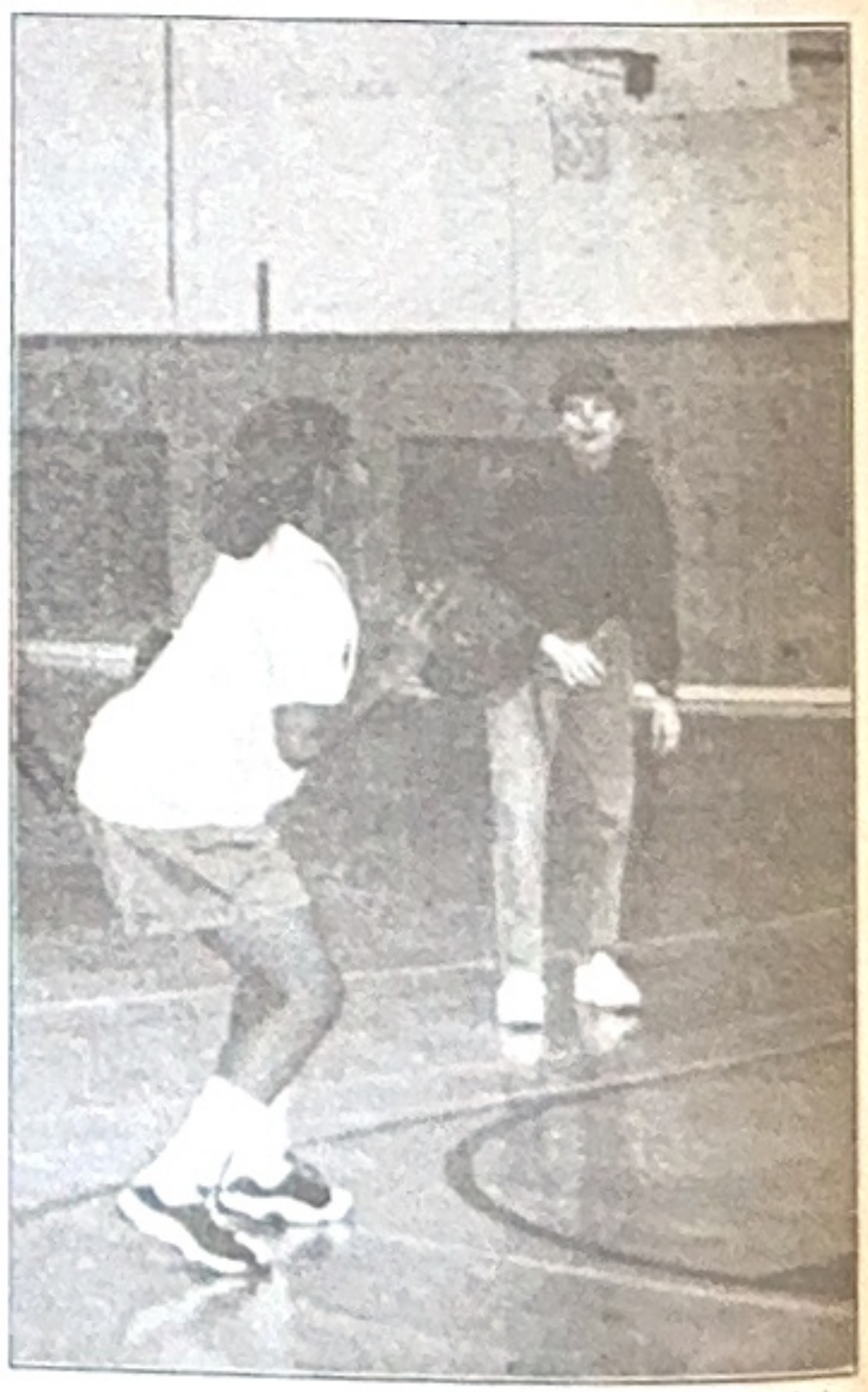
Transportation proved one of the biggest challenges to snowbound athletes. Not everybody drives, yet athletes were expected to be at practice at the normal time or even during the middle of the day.

"It's more of an inconvenience to practice on days when there is not school because practices are at noon instead of after school," said freshman Joanna Weinland.

Even though the student athletes and coaches are directly affected by the rescheduling, the athletic directors feel the biggest pinch as they try to make sense of the slushy schedules.

"The work is a lot harder than people expect," said Athletic Director Susan Brown.

"We have to notify the other team, all the people who work at the games, the transportation to get the students to the game, and then we have to notify the booster club, the main office, and the people who plow the parking lot. The work is non stop."



Shakerite file photo

Sophomore Tracy Jacobs squares to shoot under the watchful eye of Coach Brown. Foul weather meant lots of practice.